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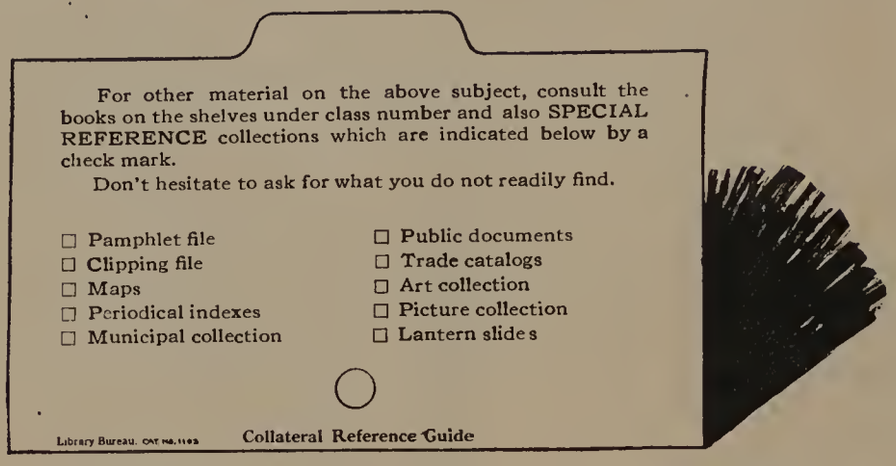
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THE LIBRARY JOURNAL

TWICE-A-MONTH MAY 15, 1922

University Library Co-operation and Business Engineering*

BY ERNEST CUSHING RICHARDSON
Director of Princeton University Library

THIS paper is intended roughly to gather up into a sort of net sum what we have been saying, experimenting and doing in the matter of library co-operation for the last twenty years, as a starting point for further effort. The word university is introduced to suggest a concrete starting point.

The idea of co-operation as a practical working principle is a matter of course to librarians. The idea is latent in all civilized institutions, notably the state, industry and the church. It has now been erected into a world recognized principle under the seal and signature of half a hundred nations in the preamble of the League of Nations. It is in fact the vital principle of civilization, of human personality, and of human progress.

By co-operation we understand the effort of two or more persons to accomplish more by acting together than they could by acting separately. It may be distinguished as physical and organic. Its simplest form is where two or more men do something together which neither could do separately, e. g. lifting a stone too heavy for either singly. This is simple arithmetical co-operation—adding one man power or one horse power or one wolf power to another.

Organic co-operation comes in with specialization. Here each person does something different from the other, but the work of both converges on a common product, e. g. a brick wall where one makes the mortar, the other lays the brick. In this case the result is not a mere addition of man power, but there is a surplus of profit. Two men can lay more bricks in a day than twice one.

This principle of differentiation of function lies at the foundation of living nature. It is in the order of nature that living units each capable of doing a great number of things equally well, should specialize and thru habit come to do each its specialty better than any other originally like unit. A union of such units is a living being; it is organic and its product is not a total of the work of each but a total plus something. No aggregate of jelly fish could ever produce what a man produces. This surplus or profit is almost unlimited. There is an inexhaustible reward for all who study diligently in the field of co-operative production. It was a great step forward toward human civilization when wolves discovered that they could get practical results from hunting together which were quite impossible when hunting singly and it was a much greater step when someone discovered that it was profitable for man to have a helpmate or co-operator.

This matter of co-operation is going on all the time within the individual library. Its systematic study and application is what is now known as management or management engineering, or in its largest aspects perhaps business engineering. By business engineering we mean simply the habitual application of brains and foresight to the problem of getting more results out of the work of two or more persons, that is, to co-operative production. Study in this field has resulted in the recognition of a good many fundamental principles, rules, and factors; division of labor, specialization, aptitude, skill, standardization, interchangeability; planning, job analysis, time, study and the rest.

The idea of co-operation is obvious in the distribution of library operations into departments; acquisitions, cataloging, circulation, reference, and their subdivisions. Simple arithmetical co-operation is found in libraries where one cataloger performs all cataloging operations and the library simply adds a new cataloger for each additional one thousand normal accessions. Organic co-operation comes in where the same department specializes, either say by having all entry work done by one, classi-

*Paper read at the meeting of the American Library Institute at Atlantic City, April 28, 1922.

fication by another, title and bibliographical work by others or else distributes its staff by subjects or languages. Each of these three methods of specialization has its own advantages and all have possibilities of profit which reward study. The same is true of the detailed operations in all departments and these run into hundreds of organized and budgeted routines. Librarians understand quite well the advantages of planning, analysis and time study on each of these tasks and with reference to applying general and detailed principles of specialization, standardization, quantity work, interchangeability of persons, supplies of operations and all the rest and including above all the study of personal aptitudes and the ability to aquire skill. They understand quite well that two, three and even ten times as much work may be produced by studied management as by either rule of thumb methods on the one hand or ultra conventionalized methods on the other. This is business engineering.

Now what is true of the individual library is obviously truer still of the bigger field of inter-library co-operation. The field for saving and profit does not merely grow arithmetically with the size of the job, but often geometrically. It is one of the axioms of management engineering that increase in the size of the job or "aggregation" tends to increase profit. If all the member libraries of the A. L. A. were really organized for real co-operation the increase of service without increase of cost would be something enormous. Even such comparatively feeble essays as we have already made appear rather tremendous in results, if one e. g. sits down to count up the economies produced by the Poole Index and its efficient successors, or the L. C. cards.

When one notes again the number of fields into which inter-library co-operation has already extended itself: choice, purchase, cataloging, classification, lending, reference, one can only wonder that with so much successful experiment the method has not been applied on a much larger scale.

In looking forward to the extension of co-operative library work, it will be worth while to look over the situation and consider first what we are driving at anyway—the nature of library service, then what we have already done co-operatively, then what the present most felt needs are to which co-operation can be applied, and finally what new enterprises are ripe for profitable undertaking.

THE NATURE OF LIBRARY SERVICE

Library service consists in connecting a reader and book surely and promptly; it has two aspects and two methods. Its primary aspect is connecting a reader surely with a book that he knows that he wants to use. This is the essential and only strictly library task. Its secondary aspect is connecting a reader with a book that he ought to want to use. This is properly an educational, informational or bibliographical task, not a library task; but it has been thoroly and happily grafted on and is a most valuable time saver for users. It is important however for practical management to remember that it is in fact secondary.

The first object of library service whether primary or secondary, is to connect a reader with his book surely; the second object is to do it promptly. For the first purpose the essential is simply a definite location and an author index with plenty of editor and analytical cards. For it the old fashioned method of a fixed location for all books, and serving books over the counter, has never been beaten. All our elaborate classifications, our subject catalogs and reference librarians are, on last analysis, secondary service helping to promptness and to finding the books which ought to be used but contributing nothing to the certain finding of a known work. They are none the less worth spending a lot of money on, after the essential has been provided for, and if one has the money; but they are all in fact secondary.

The two methods of library service, that is to say of connecting a reader and a book surely and promptly, are, first taking the books to the reader and second, taking the reader to the book; or, if you like, serving the reader and helping the reader to serve himself. One of the greatest oversights of economical administration in the old days—and today for that matter—is the failure to recognize, as a practical principle, the fact that the best library service is that which helps the reader to help himself and that the greatest economies in library management come from the liberal spending of money, and even some sacrifice of certainty of finding to promote this. It has been estimated that in the Princeton University Library, ten books are used by self-help to one by desk delivery, or say a million uses to a hundred thousand a year. It is obvious that for the same service the users themselves contribute nine-tenths of the page work. The instruments of self help are open shelves, classification and simplified catalogs.

Delivery service is essential, fundamental and in the case of big libraries needs to be carried to a still higher degree of development. In libraries like the British Museum it is necessarily the main service. Moreover it must be confessed that it is often as much more comfortable and agreeable for some kinds of research work to sit at one's desk in an alcove of Duke Humphreys' library and have books brought to him,

as it is to sit at a well served dinner table compared with self service at an automatic lunch. Even the British Museum, however, finds itself constrained in self-protection to larger open access reference collections. In university libraries open access has to be pretty general. It is expensive in page work for keeping books in order, in the fact of an occasional loss from theft, and in a certain loss of certainty of connection thru misplacement, theft, or unauthorized borrowing but it justifies its cost in the great saving of time to users and in that saving of administrative time which is implied in the fact that a man helps himself ten times to once that he asks for fetching service.

The foundation of the management problem is thus the clear distinction between primary and secondary service, the methods of delivery and self-help and the factors of certainty and promptness.

The problem of library service, whether primary or secondary is best visualized by realizing that it is in fact a business or industry. The library is a double something with a business and an educational side. It may be looked on as a public service corporation. Its production may be expressed in terms of units of service, the unit being the connection of a reader and a book. It may be looked on as a transportation service, express and passenger, transporting book to reader or reader to book. As a business it has its purchasing, manufacturing, distributing, and even selling factors—for the display of goods and the tempting to use, which is so big a factor both in public and college library service, is essentially a selling proposition and invites the study of selling methods. Purchasing methods and expert buyers enter with the purchase of books and supplies. The manufacturing element enters with the making of aids and guides, of which the catalog card is a typical unit. The cataloged title is a standardized article of manufacture, altho largely handwork and each card differing from all the rest, except in large libraries where there are duplicate catalogs, and save for the fact that several like cards are manufactured each calling for a minimum of handwork-finishing by the addition of subject headings, etc. This is not a mere analogy or illustration but an industrial fact, as well as a very complex one which rewards almost any amount of planning, analysis, and time study.

The bottom problem of library service is simple; first to provide essential service and second to provide as much secondary service within the budget as will justify itself on the ground of saving more than it costs.

The problem of co-operation between libraries obviously rests upon the same principle; that any amount of co-operation is justified whose result will increase certainty and promptness of use in such way and to such extent as it will save more than it costs—and if the cost can be provided for. One may add to this the observation that it is negligence somewhere on the part of libraries not to provide the cost somehow where profit is obvious and large.

WHAT WE HAVE ALREADY ACCOMPLISHED

Passing to the matter of what we have already done in the field of co-operation; choice, purchase, cataloging, classification, lending and reference:

Of course practical co-operation in American libraries had its germs far back in the plans of Jewett and his contemporaries, in the development of the use of interchangeable cards by Dr. Ezra Abbott, in the first Poole index, in the pioneer studies of Dewey and Biscoe over the beginnings of the decimal classification.

The real beginning of the modern spirit—the spirit of '76—was the organization of the American Library Association and the founding of the LIBRARY JOURNAL. The Association is essentially one for co-operation and to promote co-operation. Its main objectives have been in the field of popular education and in the development of library management. As an instrument for organized co-operative thinking on the thousand and one details of our technical library tasks, it has been the means of our rapid progress in economic library management and the agent for promoting that further step in library co-operation, the organized undertaking of productive tasks by groups of libraries.

The concrete beginning of this characteristic work of the Association was the Poole index and its highest exemplification is in the printed card of the Library of Congress, both in the field of cataloging.

Co-operation in the choice of books is illustrated in the A. L. A. Catalog and *Booklist.*

In the lending department the inter-library loan is typical taken in its broad sense of lending by transportation and lending to visiting users. The systematic recognition of this as a field for co-operation dates from Mr. Lane's list of special collections. The idea has been developed thru the work of Johnston and Mudge and the joint finding lists of periodicals, history collections, incunabula, etc.

In classification the Decimal system is the familiar type. Its use by a large group of libraries offers the best illustrations both of the advantages and the disadvantages of standardizing. Its gains and savings are great both to staff and users but the wider its use, the greater the number of users who are disadvantaged by obsolete categories.

Co-operation in refcrence work has its typical illustration in the plan for literary sponsorship for which Mr. Lee is sponsor.

Co-operation in purchase is perhaps the least developed of all aspects altho by its nature it is the most promising of all fields for the practial application of business principles of co-operation. It has so far been limited in practice chiefly to casual groups of libraries joining with purchase lists when some librarian happens to be making a purchase trip. Recently, however, a good deal of attention has been given to the analysis of the problem and experimenting with the methods: expert training, absorption of duplicates, purchase lists, specialization, etc. Last winter experiments took on a shadow of a co-operation thru the formal agreement of Harvard, Yale and Chicago to support systematic experimentation by Princeton in the matter of purchase with direct reference to its bearing on the problem of curing our national poverty in research books.

Looking over this list of co-operative efforts one is impressed again with the incredible saving produced by the Library of Congress cards. On account of its large scale use by many libraries and in much used libraries the savings, administrative on the one hand in cataloging and a dozen minor matters of purcashing, etc., with the saving of user's time on the other, must be reckoned in millions of dollars and hundreds of thousands of years of users' time. One must also be impressed with the cqually great potential saving in the field of co-operative choice, purchase, location and analytical indexing, if these could be undertaken on a corresponding scale.

OUR PRESENT MOST FELT NEEDS

Passing now to the matter of needs, two things stand out as most called for and ripest; one, the location or purchase of infrequent books, the other the analytical indexing and abstracting, especially of scientific literature.

Analytical indexing falls in the category of secondary service but stands at the very front of this service. The problem of the multiplication of literature, in these days, is serious enough as a matter of administration but it has become a vastly more serious matter for research workers and especially now for the workers in the natural sciences. The breakdown of the International Catalog of Scientific Literature has made the need acute. The trouble lies in the fact that the literature even of very specialized subjects, has become so huge that even the best bibliographies do not fill the bill. It is impossible for a biologist, say, starting a routine of research, to gather and go over all the literature which might conceal a record of this very work already done by someone else, or contain a record of experiment which would save labor in working out the problem. He therefore demands abstracting on a large scale. He wants something more than bibliographical annotation and evaluation—something like the calendaring of written documents. This would give him his orientation. This demand is so real that the chemists and biologists are practising it on a large scale in their journals and many (among others Professor Howell of Princeton) are now urging the printing of these abstracts on standard cards and including them in our library catalogs.

This is certainly a field for standardization and co-operation with unlimited possibilities and when one considers the number of titles involved and the direct saving of vast quantities of research time it looks like a field so fertile that it could not fail to be a money saver, even under the crudest and most expensive methods.

The very great need of many useful but unusual books in scientific, historical and linguistic research has often been discussed in the last seventeen years and especially since the ending of the war left us with a greatly increased responsibility for research work. The actual lack of research books, except in the commonplace lines, is a severe handicap to students. It has been noted that there may be perhaps a couple of millions of such books of which copies may exist in this country but in unknown locations. Co-operative cataloging is the remedy for this and especially the joint finding list. Another couple of millions are not in this country at all and the remedy for this is co-operative purchasing and copying.

The normal need at this point has been diagnosed as two copies each of all moderately priced useful books, in each of half a dozen geographical localities, one a reference copy which the user will be sure to find when he visits the library, another a lending copy to be freely borrowed by any other library. In fifty per cent of cases we might get along pretty well with only two copies in the country for a time at least and the two copy method could be applied in the case of unique, very expensive printed books and to codices thru photostat copy. This too is obviously a field for co-operation on a very big scale of economies and profits.

All in all it would seem that the preparations are ripe enough for some pretty long and radical steps in big scale co-operation as follows:

1. The co-ordination of the card printing work of the four printing libraries and its systematic extension.

2. Extensive joint lists, prepared so as to locate infrequent books and to serve as basis for the co-operative purchase and location of these.

3. Still more extensive co-operative indexes to analytical material, on reasonable principles of cumulation.

4. Abstracting scientific articles.

5. Organized choice of the first ten, twenty or fifty thousand books in various types of libraries.

6. Organization for co-operative purchase; first, of infrequent books, second, of best books. To this may also be added the possibility of organizing a new recommended classification based chiefly on the Library of Congress outline but with a decimal notation.

Think of the saving of time that a joint catalog of infrequent books would be to thousands of research students who sometimes waste weeks or even months of time hunting for the books which may lie close at their hand. Think of the hotel bills and travelling expenses of ambitious and underpaid professors in small colleges, and of a catalog which would obviate the need of many an expensive and futile journey. Take this in its most concrete and expensive form and think of the multitude of students who grope their way, thru inadequate catalogs and visits to European libraries, to their codices. It costs many of these men months of time and thousands of dollars merely to get the orientation which a joint list of codices would give at a glance. It costs them still more to work over this material on the spot instead of at home as they might do if there were lending copies of these codices in American libraries. Consider the saving therefore of a joint index to codices and a co-operative supply of photostat copies of the more useful codices.

WHAT SHOULD BE DONE FIRST

As to what should be done first, the problem of book poverty seems ripest, simplest and most obvious for solution.

The problem of co-operation in analytical work and abstracting is now very closely bound up with the question of the revival of the International Catalog of Scientific Literature and with the abstracting efforts of the chemical and biological associations. It is bound to have early attention and should have it at once but it does not seem to be ripe for initiative action on the part of the library associations beyond a watchfulness to induce the new enterprises to conform so far as possible to actually standardized methods.

The remedy for book poverty on the other hand has been so fully discussed and experimented and is at bottom so simple of solution by co-operation methods at a profit that it might be done at once without further ado.

Owing to hindering circumstances, the report on the purchasing experiment in general is not yet fully worked out. About a thousand items in two thousand volumes were purchased. Nine hundred and seventeen of these titles have been analyzed to the point of comparing with the joint catalog of the Library of Congress and other printed cards, the Princeton University library catalog, the British Museum catalog and the Paris catalog. The printed cards do not of course show in any sense the resources of Harvard, Chicago, the John Crerar and the rest; but they include the printed cards of these libraries and afford an extremely useful contribution to the problem of the research student, so that the study of these illustrates admirably just how far our finding machinery now goes. A Princeton research student, it appears, would have found in his own library, eighty out of these nine hundred seventeen titles. By turning to the joint catalog of printed cards he could have located one hundred and sixty-three more titles in the Library of Congress and fifty-one others in other American libraries. These would be more or less duplicatory of one another but he could have found in this way one hundred forty-five items not in the Princeton University Library or a total of two hundred and twenty-five titles for his use. Making allowance for oversights in searching and we have perhaps two hundred and fifty titles out of 917 in known locations. The remaining six hundred and sixty-seven titles not located in these sources no doubt exist in part but the analysis seems to show that two-thirds of these books can not be readily found. Even if a man happened to be going abroad he could only locate in the British Museum three hundred and twenty titles and at Paris about the same number.

Heretofore we have been met, when attention has been called to the situation, with the idea that the missing books are not of much importance, that those which we have are the best books, the high peaks and it doesn't much matter about the rest. I want to say clearly, therefore, that no books were purchased without a reason and none of these nine hundred and seventeen titles were purchased in bulk, altho occasionally a bunch was bulked after selection. They all have a reason and they are hand picked from stocks of perhaps a million volumes. The books in this lot include a hundred or more volumes of sound Americana, many good books on art, a lot of usable history, a couple of hundred volumes of first rate periodical literature. They do not as a rule come in the class of most used books but many are much used books and they will all stand pretty high in the class of desired books and books much needed when needed.

So much for the need, now as to the remedy. This is simple. Get the books—by co-operation.

This matter has been discussed so often and all its aspects experimented over so much that the methods of procedure are in a general way as well understood as the need and the remedy. The matter seems to be as ripe as the printed cards were in 1900. It is a question of who and when. The first question is: why not now? The answer to this is, I believe, that we make too much bones of the magnitude of the matter. It is big but simple and if simple, the bigger it is the better—the profit is correspondingly big. The main question is who will attempt it?

It has long been obvious that the twenty-nine university libraries which contain twelve million volumes, spend a million dollars a year for books and as much more for administration and add half a million volumes a year could do it if they would. They form an ideal field for the application of co-operative methods on a large scale because their type is so similar at all points and their budgets considerable. It is equally obvious that for real success on a large scale and at once they need the more powerful aid of the great research libraries of Washington, New York, Chicago and the rest, but it is the University libraries which thru their research students, research professors and reseach teaching, know at first hand the problem in all its aspects and are perhaps most by way of roughing out the elements of the problem as a starter.

Since geographical circumstances, the mid-winter meetings at Chicago and the Atlantic City meetings, with other circumstances, have tended in later years to bring the librarians of Harvard, Yale, Princeton and the University of Chicago a good deal together into frequent discussion of various aspects of this matter, it did not seem that it would be presumption for these libraries to get together on the rough details as agreed and experimented out, and invite the co-operation of other University libraries to help in maturing plans, with the frank purpose, as in the case of the printed cards, of enlisting the leadership of the Library of Congress and the definitely organized support of the great reference libraries—and doing the job.

No meeting of these university libraries has been invited, altho it had been the intention to call one at this time. If it had been called the plan docketed for discussion would have run something like this.

1. Ask the Library of Congress to print a short title list of its cards with its card order number attached to kill two birds with one stone and serve as a purchase method for libraries which do not have the depository cards. Ask it also to insert, if possible, the titles of other purchaseable cards and all titles included in its joint catalog.

2. Harvard, Yale, Chicago and Princeton will check this list with their own catalog and provide short title bar of all their books not included in the Library of Congress joint list, hoping that about a dozen other large libraries will do the same.

3. Make a cumulative joint list of these and ask all libraries to contribute such titles as they have that are not in this preliminary joint list.

4. Engage the interest of the Institute and of the American Library Association and the help of a committee.

5. Approach the great research institutions with (1) this plan for locating copies of books in this country not included in the joint list; (2) plan of purchasing from two to ten copies each of all useful books not included in the list and arranging for proper geographical distribution of these, (3) a plan for securing photostat copies of unique books and codices for lending to American students. The idea would be, not that the institutions should buy the books or stand the expense of checking joint list or even of securing copies of codices, but simply provide for central organization—unless it should seem wise to them to quicken the pace by helping with initial capital.

6. The four libraries set apart a fraction of their annual purchasing fund in pool for joint purchase and hope for the co-operation of many others in this.

7. Prepare extended lists for purchase, printed with bars suited to put into cumulative catalog when books are received.

8. Prepare lists of best books, i. e. the first ten, twenty or fifty thousand books for typical libraries, first in order to secure the card cataloging of these and second to purchase them co-operatively for co-operating libraries.

9. The four co-operating libraries each to train some competent member of its purchasing department to send abroad at least once in two or three years for a three months trip to purchase co-operatively and more especially to keep in touch with the sources and dealers.

There are of course endless alternatives and details as to methods of selection, cataloging, purchase and location, most of them already well discussed. But this is enough to suggest what must be considered. They seem to call for two committees of co-operators, one like the International Cataloging Rules Committee for working out the standardizing rules and one a promotion committee to secure the co-operation of other libraries and form an organization for doing the work or getting the Library of Congress to do it. I had planned to suggest a concrete proposition with statement of what four libraries might be ready to do and based on a

Princeton offer. But as this is not now in shape I confine myself to offering the following resolution, looking to co-operation and perhaps initiation by the Institute and the American Library Association:

Resolved that the Institute Board be requested to appoint a committee out of A. L. A. members of the Institute and ask the American Library Association to appoint a larger committee including these members, to consider inaugurating at once co-operation in the getting of research books and the possibilities of the early development and application of other co-operation plans.

THIS IS A BUSINESS PROBLEM.

In conclusion let me return to the fact that, whatever the general motive and nature of library work, we are here dealing with a business problem, not a sentimental nor directly an educational one. It has to do with making dollars produce results. It involves purchase, manufacturing and transportation problems, and all the involved rules, principles and methods.

It is the business of a library to connect the reader with the book that he knows that he wants to use—and with reasonable economy of the user's time. We now wholly fail of this as to half of the world's books. This is quite unnecessary. We can easily and simply do the whole thing not only without special expense but at a large financial profit. It isn't like a spending enterprise, Red Cross, missions, where money used has its justification in humanitarian or educational results. We are dealing with the problem of putting at least one copy of each of half of the world's books where any librarian can connect his reader with it. It is the problem of libraries which spend a million dollars a year on book purchases. They are trying to solve it in a desultory way and spending huge sums in unnecessary duplication, housing and cataloging. A definite and strong-handed co-operation could easily produce out of the wasted funds practically complete connection with every useful book in the world, with shortest haul for use and thereby release thereafter in perpetuity for other service large sums now wasted in the inefficient and desultory attempts to produce the recognized service.

The problem is well defined and preliminary surveys have been made. There were Culebra cuts and Gatun dam problems to be figured out in the matter of the cumulative catalog and the absorption of duplicates; but, thanks to the experiments by the Wilson Company and others, these have been reduced to a simple matter. The work is ready to be done. Why not treat it as a business matter—and do it.

Even the financial problem is solved; it can be done out of income. It would be better solved, and much more quickly, with capital enough to make a working catalog of a million titles in the next twelve months. Some capital for books, too, would be quite worth while and hasten the solution but it can be done within income and at a profit simply by setting off a part of the money now spent for new books into a pool. This money can purchase as much direct book service for each co-operating library and at the same time solve the general problem as a by-product. The by-product to each library would be a potential service of five or ten books to each reader where it now serves one.

This is speaking only from the standpoint of administrative profit but in a University library direct profit includes all saving of paid time of professors and in a public library the time saved research workers is not benevolence but business. It is a profit to which the workers, as a part of the public which has established this service, are entitled by right and to which the public which has established the service for these workers on the grounds of public benefit from their work are entitled. The community benefits by each hour of worker's time saved. They are entitled to as much saving as possible. A biological or chemical research might often benefit ten times as much in practical saving of research time. Research workers now have to go around Cape Horn to get their books for lack of a Panama Canal. Their crops are relatively scanty and poor for lack of a Roosevelt Dam. The work has been surveyed and can be done. It is our business to do it. It can be done with financial profit. Why not do it?

A Talk on Art for Children

GIOTTO and the modern painters seem to be far removed. Mrs. Walter Scott Perry thrilled about forty children from twelve to fourteen years of age in a talk on art at the Pacific Branch of the Brooklyn Public Library recently. Mrs. Perry explained the growth and changes in art from the time of Giotto to the present day and illustrated her talk with beautiful photographs of famous paintings. The interest manifested by the children and their enthusiasm for the speaker and the intelligent questions which they asked in the discussion following the talk showed that the talk was well worth while.

The occasion of Mrs. Perry's talk was an exhibit of a collection of paintings by contemporary artists arranged at the Pacific Branch thru the co-operation of the People's Institute. Altho the exhibit was intended for adults, so many children took an interest in it that it seemed worth while to explain it to them.

THE READING ROOM—FORMERLY THE DINING ROOM

An Adventure in Community Service

By CHARLES R. GREEN, Librarian, Jones Library, Amherst.

SAMUEL MINOT JONES, to whose generosity Amherst owes its new library, was born in Enfield, Mass., in 1836, of lineage tracing back to the earliest families settling in this country. His mother, Mary Hubbard Field Jones, an early graduate of Emma Willard's famous School for Girls, was a sister of Roswell Martin Field, father of Eugene and Roswell Field. Thomas Jones, his father, was descended from the Minots of Concord and Minot's lighthouse fame.

In 1898 Mr. Jones married Miss Harriet Watson Stenger, an attractive and accomplished woman, the daughter of Mr. and Mrs. William S. Stenger of Philadelphia. Mrs. Jones died when their only son, Minot, was about eight years old. Mr. Jones died in 1912, after a long and successful business career, honored by business associates and esteemed by hosts of personal friends. In his will he left the residue of his estate (after remembering relatives and friends) to his son, with the provision that if he died before he reached his majority, the entire amount was to be used for a free public library in the town of Amherst, Mass.—Mr. Jones' boyhood home, and the place where he made the lasting friendships of his long life.

The unusual and not to be expected thing happened. Young Minot Jones enlisted in the service of his country, becoming attached to Company C, 305th Battalion, United States Tank Corps. While in training in Camp Polk, Raleigh, North Carolina, he was stricken with influenza, raging thruout the country at that time, and died on September 16, 1918, while in Base Hospital Number 12, at Biltmore, North Carolina, at the age of nineteen.

Dr. George Harris, president of Amherst College from 1899 to 1912, Dr. John M. Tyler, professor of biology at Amherst College, 1879-1919, and Mr. George Cutler, a merchant of Amherst and personal friend of Mr. Jones, became incorporated by act of the Massachusetts legislature on April 19, 1919, as the Trustees of The Jones Library Incorporated. The only specifications made by Mr. Jones in his will concerning the use of the fortune which he left were that the Library was to be known as The Jones Library, that the trustees, succeeding those mentioned in his will are to be elected in annual town meeting, that land be purchased and a fireproof building be erected thereon, and that at least one hundred thousand dollars be saved as an endowment fund. The trustees received about $650,000 from the S. Minot Jones Estate.

Pending the purchase of land and erection of the building, the trustees early in 1921 rented temporary quarters, engaged a librarian and staff, and decided to put to immediate use some of the money left by Mr. Jones.

Tuesday, September 7, 1921, will always be an important date in the history of the work of The Jones Library. We opened our doors to

THE CHILDREN'S ROOM

the public just as the public schools were opening their doors to the children of the town. We planned this simultaneous, tho independent, action because we wanted the Library to function as part of the educational machinery of the community, with and for the school children as the nucleus of our new clientèle. Six rooms in the old Amherst House, formerly the leading hotel of Amherst, now a four story brick apartment house, at the very center of the town, were fitted up as temporary library quarters.

The children's room (formerly a private dining room for college trustees and special student functions), under the direction of Jennie M. Read of Springfield, Mass., and Manchester, N. H., was popular and populous from the very first. The reading room (the large dining room of pleasant memories), containing newspapers, magazines, reference books and circulation department, with Miss Annise B. Kane of Simmons, Radcliffe, and the Engineering Societies of New York City, in charge, received the commendations of the older public. The stack room (once the serving room) separated the reading room from the study—the old hotel kitchen. The change from kitchen to study is radical and complete and very much worth while. Rugs, large comfortable chairs, book shelves and tables and pictures, combine to make this an ideal room for quiet conferences or uninterrupted study.

The first public gathering was held in the Assembly room, neé parlor, on Tuesday, September 14, one week after opening day. The occasion was prompted by the fact that about fifty boys and girls go out from Amherst homes every fall to continue their studies in other colleges or preparatory school towns. It seemed proper that they should know their new library and feel some interest in the organization which came just too late to help them in their school work. So we invited them to come in at about five in the afternoon. After being taken thru the various rooms and shown the new equipment, they assembled for a few minutes in what we hoped will be an annual affair—our opportunity to say Good-by and God-speed to these representative young people. The librarian urged them to make use of the college libraries to which they would go within the next few days, to make friends with the college library people and so become better able to use the vast resources provided for them. An enthusiastic college teacher spoke a few words about the centuries old search for knowledge and the great storehouses of information available at the present time, and the pastor of a majority of the young people closed the program with a brief talk on the opportunities and obligations which were theirs as they went from parents and homes to the larger schooling of college and life beyond.

Our little stage was set for business, we had said good-by to those who couldn't stay with us, and the next thing was to tell our own people the when, the where and the why of our library work. The eight page local weekly and the octavo semi-monthly issued by the Amherst Business Men's Association accepted our paid and free contributions from the start. A glass

covered bulletin board between the windows of two stores on the main street has helped out wonderfully. The moving picture man and the trolley car people have given us valuable space —on the screen in the movie theatre (Town Hall) and on the inside glass doors of the cars on the local lines. Last but not least of the various factors in our advertising campaign should be mentioned the barber shops, manufacturing establishments, and business places generally, willing to hang signs or pass notices among employees, telling about hours, new features or coming events at the Library.

Our doors had been opened, our machinery had been started full speed ahead, but we had not had the proverbial opening reception. We had been waiting for carpenters and plumbers and electricians to finish up—and it took several weeks after opening day. Finally, however, we plucked up courage, sent out invitations, had our pictures taken for the local papers, and bargained with the caterers. Friday, November 18th, was the date set, everything and everybody turning out splendidly. The little hand counters registered four hundred and fifty who responded to our invitation to the informal reception and inspection of quarters. It was good to give the townspeople this chance to see their own new free public library, and good to see their response and reaction. Something of this sort, we feel, ought to be on every librarian's calendar. We plan to do it again next year, calling it Founder's Night or our anniversary party.

Another scheme which has served to bring into the Library a large number of people who might otherwise stay away, is our series of Sunday afternoon gatherings. The Library is open from three to six on Sunday afternoons from Thanksgiving to Easter, with some kind of a formal program in the Assembly room from five to six o'clock. We started our series with an informal talk about Mr. Jones, our benefactor, by the man in town best qualified to talk on this subject. This has been followed on every succeeding Sunday with lectures on Germany, China, folk music illustrated by victrola, our schools, town meeting opportunities, our own local history, and, most successful of all, a musical program supplied by the Music Section of the Amherst Woman's Club. This last affair drew such a crowd that the landlord began to worry about the safety of his property. It demonstrated, however, the real desire people have for good music. In all of this Sunday afternoon work we have sought to attract and provide something for those too busy or too tired to respond during the week-dav hours, and the result thruout has been most gratifying.

Mention should also be made of the various gatherings held at the library during the week. Story telling hours on Saturday mornings and afternoons have been a real boon to the school children. Business and social organizations, and more especially committees of these organizations, have held numerous meetings either in the Assembly room or the Study. Since the beginning of the year twenty-two different associations or boards or committees have held forty-eight meetings here.

As far as the circulation of books is concerned (the yardstick generally used to measure library work) our records for the first seven months of our work show a very fair measure of business. The last census population is 5530, but we consider the 1250 students brought to town by the two colleges as belonging to our clientèle, and its is no discredit to either college library to say that a good many students find attractive books, home newspapers or something else in the comfortable, centrally located village library. Including the children's department, we have a total registration of 1691, an attendance of 24,395 and a circulation of 25,-048 volumes since we started last September. This, with all the other activities, seems to indicate a fairly good response on the part of our people.

A map of the United States marked to show the density of books would be an interesting thing. Perhaps the American Library Association headquarters could put some of their wonderful statistics into graphic form. This section of the Connecticut Valley just north of Springfield would be of interest. Within a radius of about eight miles of wonderfully beautiful country we have four colleges: Mount Holyoke, pioneer in the education of women; Smith, the largest woman's college in the world, Amherst, and the Massachusetts Agricultural, also the Forbes Library in Northampton and now The Jones Library. Approximately 500,000 volumes are thus available. Within the libraries of this single town, however, we have more than 200.-000 volumes—more books than in all the libraries of Florida, or in Delaware, or Idaho or Wyoming. We see both the obligation and the opportunity—the obligation to prove the real value of books in the great work of the world and also the grcat opportunity to cultivate the wider use of good books, to direct and stimulate the reading of the best in literature in every home in the village as well as in every house in the remote parts of our countryside. We hope and trust that The Jones Library—this newest recruit in the field of library endeavor in this region—will meet its opportunity and measure up to the full significance of its work.

Functions of American Library Institute*

By CLEMENT WALKER ANDREWS

THE annual meeting of the American Library Institute is a much younger institution than those of the Pennsylvania Library Club and of the New Jersey Library Association. It is, therefore, showing only proper gratitude for the President of the Institute to thank the other Associations for the hospitality they have shown in welcoming the Institute to these joint meetings and for the compliment implied in their courtesy in assigning to our sessions the opening place on the program. We hope that this companionship may be found as mutually profitable as it is pleasant.

On me personally falls this year another pleasant duty, to express my thanks for the honor conferred in my selection as President of the Institute. This, it seems to me, entails the obligation to state briefly the ideals and hopes with which the office has been accepted. I feel, therefore, that no apologies are needed for the presentation of such a statement at the present time.

The members of the Institute are, of course, familiar with its character as a comparatively small body of persons of more than average age and experience in library work. As nearly all its members occupy executive positions and as it has only an income sufficient for its moderate administrative expenses, it is evidently not a body capable of executing plans for library work and it is probably not especially well fitted to devise them. On the other hand, in the opinion of its founders, it should be admirably adapted to discuss plans and it is in the hope that this opinion may be justified that the program for the present meeting has been arranged.

It has been held by not a few that the Council of the American Library Association offers sufficient opportunity for such discussion. It is true that the membership of the two bodies is so nearly the same that the meeting of the Institute might almost be a third meeting of the Council were it not for two considerations which seem to me important. Apart from these, however, it might be argued with some reason that a third session of the Council would only be a second meeting; for the one held in connection with the annual meeting of the Association is of necessity very brief and is confined to executive matters.

The first consideration which leads to a differentiation of the meetings of the Institute and the Council is that the latter is charged most emphatically by the new constitution with the duty of determining the policy of the Association. Its time, in the future, even more than in the past, will be given to consideration of plans proposed by the Executive Board, or brought before it by the affiliated organizations. It is evident that there will be little opportunity for the discussion of plans in their earlier stages when the consideration of principles and broad outlines are most needed. Such consideration might well be given by the Institute.

The second factor in differentiation between the two bodies is the difference in point of view. The members of the Council have always to consider first the interests of the Association as a whole and secondly, those of the institutions or groups of institutions which they represent. On the other hand, the members of the Institute are elected as individuals and as such are free to regard any subject without special reference to the particular interests of the institution with which they may be connected.

A few illustrations will make my meaning clear, and for these, it is not necessary to look further than the program of this meeting. Thus the question of the tariff which Dr. Raney is to present, must be considered chiefly, if not wholly, by the Council with regard to the effect it will have on libraries, while the Institute may well consider its effect on the individual scholar and writer. So also the council in considering the burning (or is it just kindling?) subject of certification must place its effects on library administration and library staff first, and after so doing, may find it difficult to change its point of view to take in the effects on the individual in the library staff and still more to include those who may or might become members.

Again, the proposed check list of periodicals to be discussed later, can receive only formal indorsement from the Council—first because it is not proposed to make it an Association matter, and second, because the principles involved will have to be determined by the needs of individual workers rather than by those of libraries or even of library readers.

If then, the Institute finds it possible to consider a wider range of subjects than the council and from a somewhat different point of view, there still remains the question of making the best use of its deliberations. Evidently, this will not be by votes or direct advice on matters which are or may be brought before the Council, but perhaps, and I offer the suggestion very seriously, by preparing briefs which shall give succinctly the arguments pro and con *and* across. Such a presentation might well shorten and clarify the discussions of the Council, and if this should prove to be the case, the latter might in time come to ask the Institute to discuss a question which has been, or is likely to be

*President's address given at the meeting of the Institute at Atlantic City, April 28, 1922.

brought up. Then there would arise a connection between the two bodies, not unlike that between the general government and the national academy of sciences, which would be beneficial to both and to the library world in general, without affecting in the least degree the independence or prerogatives of either.

Even if this broader result were not obtained, such discussions would at least enable the members of the Institute to decide the questions arising more surely and more satisfactorily.

It is with the hope that some of these advantages may be secured that the program for this meeting has been arranged, but the Executive Committee realizes that a mixed diet is essential for omniverous animals, such as librarians are, and have not limited its scope to debatable matters, but have included papers which will furnish instruction and inspiration.

The Best List of Books for a Home Library

IN connection with Missouri Book Week the Doubleday Page Bookshop of St. Louis offered a prize for the best list of books for a home library. So many and so excellent lists were submitted that it was difficult to arrive at a prompt decision as to the winning list. The winner is now announced as Miss Frances C. Sawyer, librarian of the U. S. Public Health Hospital No. 35. Miss Sawyer graduated from the University of Wisconsin Library School in 1913 and was in charge of the high school branches at the Omaha Public Library until February 1918, after which she held the hospital librarianships at Fort Sheridan, Fort McPherson and Fort Bliss before her appointment to the Public Health Hospital No. 35 last October.

The winning list follows:

REFERENCE BOOKS AND GENERAL LITERATURE

1. Bible. American standard version.
2. Century cyclopedia of names.
3. Webster's new international dictionary of the English language.
4. Bartlett, John. Familiar quotations. 9th ed.
5. Stedman, E, C. cd. American anthology.
6. New International encyclopedia.
7. World Almanac. 1922.
8. Autobiography of Benjamin Franklin. Illus. by E. Boyd Smith.
9. Bunyan, John. Pilgrim's progress. Illus. by Louis Rhead.
10. Scott, Sir Walter. Ivanhoe.
11. Dumas, Alexandre. Count of Monte Cristo.
12. Twain, Mark. Adventures of Tom Sawyer.
13. Dana, R. H. Two years before the mast.
14. Hugo, Victor. Les miserables.
15. Ordway, E. B. Opera book.
16. Hughes, R. ed. Music lovers' cyclopedia.
17. Cervantes. Don Quixote; retold by Parry. Illus. by Crane.
18. Shakespeare, William. Complete works. Oxford.
19. Kipling, Rudyard. Inclusive verse.
20. Hiscox, G. D. ed. Twentieth century formulas, recipes and processes.
21. Farmer, F. M. Boston Cooking School book.
22. Page. Automobile repairing made easy.
23. Dickinson, T. H. ed. Chief contemporary dramatists. First series.
24. Quiller-Couch. Oxford book of English verse.
25. Hazen, C. D. Modern European history.
26. Breasted, J. H. Ancient times.
27. Munro, C. D. Middle ages.
28. Bassett, T. S. Short history of the United States.
29. Green. Short history of the English people.
30. Gaylcy. Classic myths.
31. Emerson, R. W. Essays.
32. Hollingworth and Poffenberger. Practical psychology.
33. Ross, E. A. Sociology.
34. Ely, R. T. Outlines of economics.
35. Reed, C. A. Land bird guide.
36. Plutarch's lives.

CHILDREN'S BOOKS

37. Mother Goose. Illus. by Rackham.
38. Arabian Nights. ed. by Wiggin. Illus. by Parrish.
39. Joan of Arc. M. Boutet de Monvel.
40. Andersen, H. C. Fairy tales. Illus. by W. Heath. Robinson.
41. Grimm. Fairy tales. Illus. by Rhead.
42. Carroll, Lewis. Alice's adventures in Wonderland. Illus. by Tenniel.
43. Stevenson, R. L. Child's garden of verses. Illus. by Robinson.
44. Malory's King Arthur. ed. by Sidney Lanier. Illus. by Wyeth.
45. Stevenson, R. L. Treasure Island. Illus. by N. C. Wyeth.
46. De Foe, Daniel. Adventures of Robinson Crusoe.
47. Sewell, Anna. Black Beauty. Illus. by Cecil Alden.
48. Kipling, Rudyayrd. Jungle book.
49. Pyle, Howard. Merry adventures of Robin Hood
50. Dickens, Charles. David Copperfield.

Wanted

PROFESSOR J. N. MANLY of the University of Chicago is engaged in a study of Poe's work in Alexander's Weekly Messenger for the period 1839-40. He has located a file of the periodical for 1839 but has so far failed to find even a single number for 1840. Anyone who happens to know of a file or single issue for the year 1840 will confer a great favor on Professor Manly by notifying the undersigned of this fact.

J. C. M. HANSON,
University of Chicago Library.

Boston's Record Circulation!

"The library is a magnificent building, founded in 1852, containing over 2,000,000 volumes, half of which are lent out daily for use at home. As my time was limited I concentrated on the works of my friend the artist, John Sargent."

MARGOT ASQUITH.

The Chautauqua School for Librarians

By MARY ELIZABETH DOWNEY, Director

IN the twenty-one sessions already held, librarians from every state in the Union except Nevada, have had training in the Chautauqua School of Librarians, and thru appointment or promotion have rendered effective service in more than twelve hundred library positions. Established as a short course summer school in 1901, it so continued until 1918 when advanced work was added with the object of extending the work to a year's course. The first to develop this plan, the Chautauqua School is still unique among existing library schools.

Soon after taking charge in 1906 I saw that the school could be expanded into a year's course under the installment plan of four summers, thus giving the same opportunity to librarians to obtain a diploma, as teachers have had in our great universities. The idea appealed, not only to those in need of such a school, but also to the instructors and broad minded librarians with whom it was discussed. Pressure for advanced work came not only from the students of this school but there was every evidence that the need for such a school for librarians was universal. Librarians were going from one short course summer school to another practically repeating what they already had done with no opportunity for advancement for which all were eager. Many librarians, who like teachers, cannot afford to give up their work for a continuous year, can devote a summer to study. The plan also affords opportunity for those unable to come consecutive summers, to receive credit, continue the work and finally complete the course.

So, in 1918 the Sophomore Class, doing advanced work, was organized, continuing as Juniors in 1919 and Seniors in 1920, when the year's course was fully organized on the college or university plan. The first class of four students completing the year's work was graduated in 1920. The class of 1921 contained eleven members. It is interesting to note that in the first year with the four classes, under the new plan, the school doubled its average number of students for the years in which it operated as a short course summer school. The total number of students in the four classes in 1920 was sixty-two and in 1921 fifty-nine.

The Freshman or first summer's work was so well organized under the short course, or summer school plan, and so satisfactory both to faculty and students that it seemed best to change it only in so far as was needed to adapt it to the three years following which are built upon it. This gives several advantages: those who come for only one summer follow a general, comprehensive short course, while those having formerly completed this course in our own or another standard short course school, under instructors of recognized ability, are given credit and accepted for advanced work.

Standards are high. Faithful, accurate work under careful supervision, is required, and examinations are given at the end of each course and session. This method automatically eliminates any persons unable to pass from class to class, so that only those wholly capable are finally graduated from the school. Certificates, passing the students from class to class, are given at the end of each summer, with the official diploma at the end of the course.

Last summer an Alumni Association was organized which plans to have a reunion for former students each summer. A week's program will be given under the auspices of the alumni and faculty of the School in co-operation with the general Chautauqua program. Visiting librarians and trustees will be invited to attend and take part in the program and discussions.

Only those are accepted who are already in library service or under definite appointment to positions, hence the name "Chautauqua School for Librarians." The school is thus composed of librarians from all parts of the country representing the different kinds of library work and becomes a clearing house for their various experiences and ideas which are regularly discussed. In this way every student who finishes the course has at least three full years of actual paid experience, while most of them have more. The plan not only gives students opportunity to put into practice what they learned the preceding summer, but also to test how much and how well they learned it. In addition to these advantages the opportunity for association with library workers from all over the country is most stimulating.

The required visiting of libraries and places of book interest, attending of library association meetings, reading and writing assigned to be done in the time intervening, all done under direction, forms a connecting link between the sessions, and fosters the habit of continuous study and systematic reading. Reports and discussions of these items are given in the school and students' records cumulated and filed from year to year. All perplexing problems met between sessions also are noted by the students and brought to the school for class discussion

or solution with teachers of the various subjects concerned.

Salaries of the students are recorded from year to year and it is interesting to note the marked increase either by promotion or change of position which invariably follows the student thru her four years of study with the school. Library trustees and heads of schools visit the school seeking librarians and assistants. The mail, too, brings constant requests for students to fill positions, the demand being always greater than the supply. The school thus serves as an employment bureau which functions thruout the year.

Development in students from class to class, with the intervening year of experience between each summer, is as marked as teachers would observe between the grades and classes of any school or college. The class work is far more intensively done under the four summers' plan with time intervening, than possibly could be accomplished thru a continuous school year. The opportunity for comparative study between the various phases of this new plan and that of the continuous year schools, offers keen interest to the instructors of wide experience. All agree enthusiastically that results are even better than the most optimistic could have thought.

The standing of any school must be judged by its instructors. The faculty of the school is carefully selected from the best available sources. The present instructors have college degrees, followed by library school education, are actively engaged in important positions when not with the school, and each is a specialist in her chosen field of library work: all have unbounded enthusiasm for their work with the school, are sympathetic with the students and seek to understand them individually. Since the students also are librarians there is the double relation of instructor and student and of one librarian meeting another. Members of the regular faculty since the year's course was established have included Anna R. Phelps, Mary L. Sutliff, Mary M. Shaver, Jennie D. Fellows, Edna M. Hull, Polly Fenton, Ellen A. Hedrick, Mary B. Nethercutt, Mae Byerley, and the Director.

The course of study is planned to accomplish the most possible in each summer's work. Class work is given also on Saturday, thus giving the equivalent of an additional school week. Lectures continue from eight o'clock thru the morning and laboratory work thru the afternoon. Practice work is carefully revised and opportunity given for questions and discussions of problems relating to library experience. The Freshman Class has regular courses in cataloging, classification and allied subjects, as accessioning, shelf listing, indexing and filing, reference work, bookbinding and library development. Courses of the Sophomore group include library organization, cataloging with special attention to subject headings, classification and reference work. The Junior class has courses in subject bibliography, book selection, public documents, library administration, cataloging, and history of libraries and bookmaking. The work of the Senior Class includes national and trade bibliography, book selection, organization and administration of libraries, types of libraries, parliamentary law, and history of education.

The courses in organization and administration of libraries, are given thru the four years in such a way as not only to include the whole field of library development and so broaden the vision, but also so to present these courses by the "Project Method" that the individual development of each student and the solution of her particular problems will be accomplished.

The elements of cataloging and subject headings given in the first year are followed by advanced work in the second and third years. The A. L. A. and Library of Congress subject headings are taught and standard cataloging practices.

Classification, beginning in the Freshman year is carried thru the Sophomore year when the students are introduced to the more difficult phases of the work.

The geneal reference course alternates with classification thru the Freshman and Sophomore years with the feature of a current events class for all the students of the school held on Saturday mornings. Reports are given on representative newspapers from different sections of the country and the best periodicals from the viewpoint of current events are discussed. There is much interest in the exchange of ideas and experience regarding the care and use of this kind of reference material in the different types of libraries represented by the students.

The course offered in subject bibliography in the third year continues the work in reference given in the Sophomore year, and a systematic study of standard, general and subject bibliography is undertaken. After completing the term's work each student compiles a bibliography of some subject of her own selection. These bibliographies are always of a practical nature, being frequently based on work needed in the home library of the student.

The study of federal, state and municipal documents, how to procure them and how to catalog and use them, is included in the Junior year, and our aim is to familiarize students with the means to unlock this great treasury of in-

formation, procurable by the library at so small a cost.

"Selected National Bibliographies," published as Library School Bulletin 38 of the New York State Library is the basis for the study of trade and national bibliographies. The output of the presses of all European countries, as well as those of North and South America, is studied with particular attention to that of the United States and Great Britain. This subject is given in the Senior year.

To gain familiarity with the characteristics of current book production, with individual authors and publishers, with the catalogs of second-hand books and remainders; to use current book aids in selecting material for various types of libraries, as well as to cultivate judgment as to the need of libraries is the purpose of the course in book selection, offered in the Junior and Senior years. This course is given as a seminar in the Senior year and the students are given practice in speaking before the school on different aspects of the work. A special study of publishers is undertaken and each student selects one publishing house as a subject for detailed study between sessions and prepares a paper which is given before the school at the beginning of the Senior year.

The course in library history and bookmaking given in the Junior year is followed by one with the Seniors in types of libraries, and traces the evolution of the book from its beginnings thru the various stages, to our printed book. The libraries of the ages are studied from the earliest library in the Assyrian palace down to those of the United States, and the development of administration records and library science, showing their relations to the history of the countries is traced. In the class during the summer, the results of the reading on these subjects previously done by students in their own libraries are given, and a survey of the entire field and various types of libraries is made.

The Chautauqua and neighboring libraries provide adequate laboratory facilities. Book equipment for the school has increased with its development until it has a standard collection for library school purposes, and no instructor is deprived of any material that can be supplied to insure the greatest success of her courses.

An important feature of the school is the open conferences held for an hour, four evenings each week in the Hall of Philosophy, or at the Arts and Crafts quadrangle, attended by the students and faculty as well as by visiting trustees and librarians and others interested. From seventy-five to two hundred persons attend these conferences each evening. The sessions have the flavor of a regular library association meeting, and in training students for such work have great value. Discussion of the various subjects and problems are freely entered into by faculty, students and visitors. Librarians and trustees have opportunity to obtain each other's points of view and many problems of mutual interest are happily solved by them in these informal gatherings.

As Chautauqua is such a delightful place for spending the summer it is easy to secure leading experts on special subjects, who lecture before the classes in joint session. A number of other schools at Chautauqua offer subjects directly co-related to library work with which to affiliate. The general program also affords special lectures on allied topics to incorporate in the school schedule. In addition to hearing inspirational and instructive addresses from librarians, and instructors in other library schools over the country, students also have the unequalled opportunity of listening to splendid addresses and discussions of present-day problems by the greatest speakers which this and other lands afford.

Chautauqua gives students some of the advantages of University life, together with something of the summer resort and ideal outdoor surroundings in which to work. The climate is one of the coolest to be found anywhere in the country. Experience of many years has proved the place to be a very delightful one in which to study. Altho the school is practically an outdoor one, it has commodious quarters, including five rooms in the Arts and Crafts Building on College Hill.

Because of the fine spirit of faithfulness, enthusiasm and good fellowship which prevails, much is accomplished each summer. Strenuous class work is supplemented by relaxation thru social events and the rare opportunity to balance intellectual development with healthful, physical recreation which life at Chautauqua affords.

Librarians completing the work have had a course of study of high standard, a deeper insight into library work and have received inspiration for higher ideals of service. They go out from the school with a clearer vision of what the library should mean in the life of a community and are well qualified to fill responsible positions. Trained under such favorable conditions they have not only technical foundation, but also a degree of liberal culture which is an intellectual inspiration to the communities they serve. Even one summer spent in the school is full of promise for those who recognize in librarianship, not a mere custody of books, but a profession which seeks to make the library a vital part of the life of a community.

What to Read on Coal

A List Selected by the Bureau of Industrial Research New York City

American Economic Review. New Haven, Conn.: Supplement. March, 1921.

Archbald, Hugh. Four hour day in coal. New York: H. W. Wilson Co., 1922. 148 p.

Bloch, Louis. Coal miners' insecurity; facts about irregularity of employment in the bituminous coal industry in the United States. New York: Russell Sage Foundation. 1922. 50 p.

Brophy, John. *See* United Mine Workers of America, District No. 2; also United Mine Workers of America, Nationalization Research Committee.

Bruère, Robert. The coming of coal. New York: Association Press. 1922. 150 p. (In press. To be published in June.)

Commons, J. R., ed. Trade unionism and labor problems, 2nd series. Boston: Ginn and Co., 1921. 838 p. Contains: Edgar Sydenstricker. Settlement of Disputes Under Agreement in the Anthracite Industry. p. 495-524. Ethelbert Stewart. Equalizing Competitive Conditions. p. 525-533.

Commons, J. R. *and others.* History of labour in the United States. New York: Macmillan Co. 1918. 2 v.

Eckel, E. C. Coal, iron and war; a study in industrialism past and future. New York: Henry Holt and Co. 1920. 375 p.

Evans, Chris. History of the United Mine Workers of America from the Year 1860 to 1900. Indianapolis: United Mine Workers of America, 1920. 2 v.

Gibbins, H. de B. Economic and industrial progress of the century. Philadelphia: Bradley-Garretson Co. Ltd., 1903. 524 p.

Giddings, F. H. Principles of sociology. New York: Macmillan Co. 1902.

Gilbert, C. G. and Pogue, J. E. America's power resources; the economic significance of coal, oil and water power. New York: Century Co., 1921. 326 p.

Great Britain. Coal Industry Commission. Reports and Minutes of Evidence. London: H. M. Stationery Office, 1919. 3 v. (Cmd 359-61).

Hammond, J. L. and Barbara. Skilled labourer, 1760-1832. New York: Longmans, Green and Co. 1919. 397 p.

——Town labourer, 1760-1832. New York: Longmans, Green and Co., 1918. 346 p.

——Village labourer, 1760-1832; a new civilization. New York: Longmans, Green and Co. 1921. 342 p.

Hapgood, Powers. In non-union mines; the diary of a coal digger. New York: Bureau of Industrial Research. 1922. 48 p.

Hodges, Frank. Nationalization of the mines. New York: Thomas Seltzer, 1920.

Lane, W. D. Civil war in West Virginia; a story of the industrial conflict in the coal mines. New York: B. W. Huebsch, 1921. 128 p.

Lauck, W. J. Summary, analysis and statement before the United States Anthracite Coal Commission. Washington: United Mine Workers of America, 1920. 44 p.

——The trade union as the basis for collective bargaining, a compilation of sanctions and experiences. Washington: United Mine Workers of America, 1920. 171 p.

——What a living wage should be as determined by authoritative budget studies. Washington: United Mine Workers of America, 1920. 7 p.

Mitchell, John. Organized labor, its problems, purposes and ideals and the present and future of American wage earners. Philadelphia: American Book and Bible House, 1903. 436 p.

Murray, W. S. and others. Superpower system for the region between Boston and Washington. Washington: Govt. Prtg. Off., 1921. 261 p. (U. S. Geological Survey Professional Paper. 123).

Roy, Andrew. History of the coal miners of the United States, from the development of the mines to the close of the anthracite strike of 1902. Columbus, O.: J. L. Trauger Printing Co., 1907.

Shaler, N. S. Man and the earth. New York: Chautauqua Press, 1907. 240 p.

Spurr, J. E., *ed.* Political and commercial geology and the world's mineral resources; a series of studies by specialists, 1st ed. New York: McGraw-Hill Book Co., 1920.

Coal. By G. S. Rice and F. F. Grout. p. 22-54.

Suffern, A. E. Conciliation and arbitration in the coal industry of America. Boston: Houghton Mifflin Co., 1915. 376 p.

Survey Graphic. New York. Coal Number. April, 1922.

United Mine Workers of America, District No. 2. Clearfield, Pa. Facts, 1921. 16 p. Government of coal. 1921. 24 p. Miners' program, 1921. 6 p. Why the miners' program? 1921. 10 p.

United Mine Workers of America. National Research Committee. Compulsory information in coal; a fact-finding agency. Clearfield, Pa.: John Brophy, President, U. M. W. of A., District No. 2. 1922. 28 p.

U. S. Bituminous Coal Commission. Majority and minority reports, 1920.* 120 p.

U. S. Congress. House. Committee on Labor. Investigation of wages and working conditions in the coal-mining industry. Hearings on H. R. 11022. 1922.* v. 1. 443 p. Nolan Committee on Bland Bill.

U. S. Congress. Senate. Committee on Education and Labor. West Virginia coal fields. Hearings pursuant to S. Res. 80. 1921.* 2 v. (67th Cong. 1st Sess.)

——West Virginia coal fields. Personal views of Senator Kenyon and views of Senators Sterling, Phipps and Warren. 1922.* 30 p. (67th Cong. 2d Sess. S. Report No. 457).

U. S. Congress. Senate. Committee on Interstate Commerce. Increased price of coal. Hearings before a subcommittee pursuant to S. Res. 126. 1919.* 4 v. (66th Cong. 1st Sess.) Frelinghuysen Committee.

U. S. Congress. Senate. Committee on Manufactures. Publication of production and profits in coal. Hearings on S. 4828. 1921.* 3 v. (66th Cong. 3d Sess.) La Follette Committee.

U. S. Congress. Select Committee on Reconstruction and Production. Reconstruction and production. Hearings pursuant to S. Res. 350. 1921.* 3 v. (66th Cong. 3d Sess.)

U. S. Federal Trade Commission. Cost reports. Coal. June 30, 1919.* 1919-21.*

——Report. . .on anthracite and bituminous coal. 1917.* 420 p.

*Published by the Government Printing Office, Washington, D. C.

U. S. Geological Survey. Mineral resources of the United States. 1881-date.*
——Weekly report of production. 1917-date.*
U. S. Immigration Commission. Reports; immigrants in industries. 1911.* v. 6, 7, 16.
Warne, F. J. Coal-mine workers; a study in labor organization. New York: Longmans, Green and Co., 1905. 252 p.
Webb, Sidney and Beatrice. History of trade unionism. Rev. ed. extended to 1920. New York: Longmans, Green and Co., 1920. 784 p.
Webb, Sidney. Story of the Durham miners (1662-1921). London. Fabian Society, 1921. 145 p.

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American coal journal. Weekly. New York. Amedee J. Casey, editor.
American coal miner. Monthly. Indianapolis. K. C. Adams, editor and publisher.
Black diamond. Weekly. Chicago. A. T. Murphy, editor.
Coal age. Weekly. New York. C. E. Lasher, editor.
Coal dealer. Monthly. Minneapolis. 1904-date.
Coal industry. Monthly. Pittsburgh. Eugene B. Wilson and associates, editors.
Coal mining review. Semi-monthly. Columbus, Ohio.
Coal review. Weekly. (Official organ of National Coal Association.) Washington, D. C. John B. Pratt, editor.
Coal trade bulletin. Semi-monthly. Pittsburgh. R. Z. Virgin, technical editor.
Coal trade journal. Weekly. New York. Sydney A. Hale, editor. 1869-date.
Courier. Weekly. Connellsville, Pa.
Economic geology. Semi-quarterly. Lancaster, Pa. Alan M. Bateman, editor.
Industrial fuel bulletin. Daily. New York. A. J. Casey, editor and publisher. 1920-date.
Mining congress journal. Monthly. Washington, D. C.
Mining and metallurgy. Monthly. (Bulletin of American Institute of Mining and Metallurgical Engineers.) New York.
Retail coal man. Monthly. Chicago. Arthur M. Hull, editor.
Sawards journal. Weekly. Frederick W. Saward, editor and publisher.
United mine workers journal. Semi-monthly. Indianapolis. Ellis Searles, editor.

Training for Librarianship

THE Library Workers Association has sent out the following questionnaires, one to the heads of library schools and others particularly interested in training and the second to representative libraries in the country. The replies received have been summarized by Marian C. Manley, secretary of the Association.

QUESTIONNAIRE FOR LIBRARY SCHOOLS

1. Taking for granted that a complete course taken all at one time is the most desirable training, but taking into consideration also that there are many people in library work who cannot take these courses as at present arranged, do you see possibilities in a system of credits that may be acquired at different times? This would follow present university practice.

All affirmative. "There would seem to be no reason that there should not be developed some plan for offering library school courses at different times, the credits therefrom to be cumulated by individual students as they are able to complete the work."

2. Do you favor or oppose permitting library assistants who work full time, to take single courses in the library school, provided the time for the recitation period is allowed by the library, and study period is taken on the assistant's own time?

Three affirmative. Three think the library should allow neither study nor recitation time. Two find it difficult to arrange.

3. If you are opposed to an assistant's taking a single subject without intending to complete the course, would you favor giving such an assistant single subjects one at a time, in library schools, if his intention eventually were to complete the course?

One affirmative. Others answered elsewhere.

4. If you are opposed to both the above propositions do you disapprove because of the extra work involved and consequent additional cost, or do you think that it would involve a lowering of library schools' standards?

Answered elsewhere.

5. If the objection is based upon the grounds of additional work and cost, would this be met by the payment of proportional tuition by the library assistant?

Two would like small fee.

6. If you disapprove because you believe the standards will be lowered, do you think this would follow if the assistant met the entrance requirements and submitted necessary work and passed examinations successfully?

Four specified that entrance requirements should be met. Others answered elsewhere.

7. Do you believe that credit might be given by library schools for summer school class work concentrated in one subject rather than for less intensive work in a number? (This does not assume the elimination of the present short courses designed for small libraries.)

Seven affirmative, provided summer school work is the equivalent of other work. One sees difficulty in standardizing summer work.

8. What existing agency, if any, do you believe could be empowered to bring about such standardization of summer courses?

One thinks as summer schools are established to fit special needs they should not be required to be standardized. Three think they should be regulated by A. A. of L. S. Two doubt the authority of A. A. of L. S. Two think such regulation should be done by the schools themselves.

9. If no such agency exists at present, do you think that the proposed National Certification Board could effectually perform this function? Association of American Library Schools?

Answered with previous question.

10. What do you think of the possibilities of group courses so arranged that the completion of a group would fit the student for definite work in one line? Example: cataloging, reference work and bibliography to constitute one group to qualify for either cataloging or reference work. This is proposed to provide for persons who could not qualify for executives and so do not need, or have not time or money for, a well rounded library training.

One considers this worth trying. Four are dubious because of the necessity for a well rounded training.

One considers it the field of a training class. Two think it possible under some conditions but not advisable.

11. If you favor such a school, do you think the library training school of a large library would be the proper place for its development? Can you suggest grouping of courses in line with this suggestion?

Five answered elsewhere. One thinks large library essential. One thinks more depends on the character of the school than of the library. One sees no possibility outside of technical courses.

12. Do you believe any library school courses can be given successfully by correspondence?

Three see no possibility. Four see possibility for some courses and would like to see tried. One "has no experience by which to judge."

13. If you believe some can be given successfully, but not all, which do you think could be so taught?

Four had answered above. One thinks facts and technical processes can be taught. One thinks History of Libraries and Reference. One, courses without laboratory work. One thinks nothing worth while could be done.

QUESTIONNAIRE FOR LIBRARIES

1. Do you believe that libraries can successfully train their assistants and fit them for promotion?

Thirty-one librarians say "yes, it can be done." Three say "no." Two are uncertain whether it could be done successfully or not—"it might be." Five say that it depends on the library — the size, requirements, etc. Five say, "To some extent."

2. If you do, do you believe that this can be done only for apprentices or for assistants of the higher grade as well?

Thirty-three say that this can be done for assistants as well as apprentices. Thirteen say that this can only be done for apprentices.

3. If you believe in training assistants in libraries, do you believe that any time should be granted by the library to the assistant to pursue such studies? If so, should it be for the recitation period only, or for the study period as well? If in favor of the library granting time to assistants for this purpose, how many hours a week do you think should be granted?

Six were not able to answer. One said it depended on the conditions in the library. Thirty said that time should be granted for training. Of this number (30). fifteen thought that time should be granted for recitation or instruction time only—seven said time should be granted for both recitation and study. Some did not care to state a definite number of hours weekly; nine thought no time should be granted on library time.

4. Do you believe that a direct recognition, possibly an increase in salary should be given assistants who take short summer courses in library training, abbreviated library school courses (course in one or more subjects) or who satisfactorily complete work in a library training school?

Five say "no." One librarian wrote that if one of their assistants wanted to take a special course during the summer he would be inclined to think that that assistant was merely remedying deficiencies in her preparation. Two wrote that an opportunity for earlier promotion was better than an increase in salary. Thirty-eight said, "yes"—a direct recognition should be given. The majority of this number, however, said that an increase in salary or promotion should be given only after the results of the course directly affected the work of the assistant. This reward should not be given because the assistant had taken a course, but because she was more valuable to the library and her work was more efficient for having taken that course.

5. Do you believe that continuity of service or gain in library efficiency can be attained by encouraging assistants to "work up" in the library? Is there a reason why libraries cannot or should not educate and train their assistants in the same manner as commercial concerns?

(a) Thirty-eight said, "yes." Two said "no." Several didn't know. One said, "only up to a certain point." One said it depended on the individual, the size of the library and the opportunities offered. One person answered "partly."

(b) Fifteen said "no." One thought it depended on the size of the library. Another said it depended on the funds available. One said that this could be done only in the lower or clerical grades of service. Several didn't know. One thought it would only be possible in a large library. Several said that it was cheaper and that better results could be obtained if the library schools did the training. Another one said that a "library is not a commercial concern, and librarianship, being a profession, requires a broad, general preparation such as only a library school affords." Many did not answer this part of the question at all. One librarian said, "libraries cannot educate their assistants as well as business houses because they are not as free to discharge the unpromising and select better material."

6. Would you be willing to aid in an effort looking to the correlation and standardization of those library school courses which are as yet unaccredited?

Nine did not give any answer at all. Twenty-five said, "yes." Seven were not quite clear as to the meaning of the question. (One said "all library school courses are at present accredited.") One said it should be done by the A. L. A.. Three said, "no." One of these had "grave doubts as to the wisdom of standardization." Another one said he thought "there was danger of perhaps too much standardization in the training and education of individuals in work of this kind."

7. What is the present practice along these lines in your library?

Eleven have a training or apprentice class. One library has the year leave of absence plan. One library trains apprentices for Civil Service examination. One has graded service. Several libraries allow time with pay in order that assistants may take a library course. In one library, library school graduates begin as general assistant at $100 per month. In another the salaries begin at $20 a week running up to $28 a week, $1.00 increase per week each year. This is automatic within limits. Some of the libraries have staff luncheons, meetings, lectures, etc., thereby helping the assistant to progress. One library requires the beginner to have two years normal (teacher's certificate) or two years university training while another requires a college education and a year in a library school. One library keeps a service record of all employees. Another library has substitute assistants several hours weekly. These are taking High School or College work.

The A.L.A. Bookbinding Exhibits

AFTER the usually full itinerary for the fall and winter seasons, the two A. L. A. Bookbinding exhibits are available for the summer schools and library institutes. Reservations for the state meetings in the fall may be made early also. Applications should be addressed to Mary E. Wheelock, Public Library, Des Moines, Iowa, giving dates or approximate dates preferred.

Mark the "Booklist Books" with the library call number and put it on the "New Books" shelf for circulation.

Preparation for School Librarianship

By MARION HORTON

Principal of the Los Angeles Public Library School, and chairman of the School Libraries Section of the A. L. A.

THE attention of the A. L. A. School Libraries Section during the last two years has been concentrated on the problem of the content of a course preparing librarians especially for school positions. A statement was presented the Colorado Springs Conference which expressed the opinion of a group of library training experts, school library people and school men who had met in conference in New York City at the call of Martha Pritchard, chairman of the section. This statement emphasized the desirability of a special course for school librarians which should include practice in school libraries and public libraries with emphasis on reference and children's work. The course should include discussion of child psychology and modern educational methods in addition to the usual library technique. The year following a questionnaire was sent out in co-operation with Dr. Williamson in his investigation of library training. The courses offered in the different library schools of the country were summarized and tabulated to show the emphasis given in each school on the technical, administrative and bibliographical courses.

At the Swampscott meeting the program of the School Libraries Section was planned to show what was demanded of a school librarian in the four aspects of her work, administrative, technical, pedagogical and inspirational, and to show the need for closer relationship between library schools and schools of education. No one who has not worked in a school library can realize what is expected of the school librarian who may be required to do everything ever done by any librarian anywhere, from selecting books and preparing them for circulation to the page and janitor work, while in addition she must teach the use of the library and fulfil all the social duties of a teacher.

Library schools give thoro preparation for the technical part of the work. The courses in book selection and administration may be adapted to school library conditions, but not all schools prepare for the pedagogical side of the work. Graduates have tests for selection of different kinds of books and know how to use book lists, but they are often rigid in their standards and not sure enough of the steps from mediocre to good in the reading of the high school students. They know that they must lead upward and onward, but only experience can give a knowledge of the infinite gradations and the slow steps between "Freckles" and "David Copperfield," both of which may be found on the required reading list in sophomore English. They are least prepared for the school atmosphere, discipline, hours, course of study, and the construction of a teacher's mind.

Miss Pritchard's committee has made a study of the courses of different library schools to find the amount of time devoted to different subjects and their weights in the curriculum. The schools agree in considering cataloging and classification, reference and book selection the essentials, with varying emphasis on children's literature, school library problems and administration in different types of libraries for persons prepared to specialize in these fields. Each person who completes the course should know the fundamentals of library technique and should be able to adapt them to any kind of library. If we divide the duties of the school librarian into four classes, administrative, technical, pedagogical and inspirational, we find that the library school prepares adequately for the first and second, not always for the third, and indirectly for the fourth.

To be an executive, one must have knowledge of library and also of school organization. The library school graduate is usually ready for any technical emergency and can adapt the method she has been taught to the exigencies of the situation. We suggest, however, that for those preparing for school librarianship, certain modifications of technique be summarized instead of being touched upon incidentally in the different courses. For example, in classification students should make modifications of the decimal classification for a school library and should be given practice in classification of the books likely to be used in school libraries. This should be done in cataloging also, and the importance of analytics for the use of teachers and students should be emphasized. A practical loan system should be worked out. Quite as important as the specifications for binding "Classic Myths" and the *National Geographic* is instruction in how to make the purchasing agent see the need for rebinding, and grant the money for it.

The graduate of a library school rarely knows much about school organization. Do Courtis tests, project method, medians, units of school measurement, mean anything to her? Does she

know how knowledges, skills, ideals, attitudes and powers become objectives? Can she talk the teachers' language as fluently as she can say "B. M. cat." and "bib?" One candidate for a school library position defined visual education as an education broad enough to make you see both sides of every question!

Several schools are now requiring all students who wish to be recommended for school library positions to have some college or normal training in pedagogy. The library school graduate who wishes to be a school librarian must have the educational background of a teacher, so that she can have the same position on the faculty and the same salary. If the school librarian does not have this background, lack of amalgamation is inevitable, and she is considered merely a super-clerk. The high school librarian should be a college graduate with at least twelve credits in pedagogy and an elementary school librarian should have the equivalent of normal school training. If she has not had pedagogy before entering library school, she should be able to combine the study with her library school course. The University of Illinois, the New York State Library School, the New York Public Library School and possibly others have arranged for co-operation between the schools of education and the library school, so that students wishing to specialize in school library work may secure the necessary training. Other schools have lectures by specialists on modern educational methods, mental tests and measurements, visual education, silent reading, part-time schools, projects and child psychology, in order to give an intelligent comprehension of new tendencies, and a power of anticipating the future, as librarians must.

Some instruction must be given in teaching the use of the library This is a part of the work of most school librarians and many children's librarians, yet very little preparation is given for it. Because librarians can use reference books, they are expected to know how to teach others to use them, but the strange lessons sometimes produced do not always justify the time spent on them. If we librarians expect to have instruction in the use of the library made a part of the course of study, we must learn to teach the lessons effectively.

For the inspirational part of the school library work, the courses in book selection and children's books are well planned, altho the need for children's literature needs to be stressed. High school freshmen are only three months older than eighth grade children; books chosen for the first two years are often children's classics and books like Masefield's "Jim Davis" and Hawes' "Mutineers." It is desirable to check the *Publishers' Weekly* in library school with this in mind, and to make annotated lists for different grades in different types of schools. Like everyone else, students must be reminded that books can be easy to read and still meet our requirements of style and content. If we scorn Tarzan and Ethel M. Dell, we must have something equally alluring to put in their place.

At Swampscott there was exhibited a model high school library made after Mr. Certain's recommendations by the Simmons Libary School. Here was a delightful application of the project method in the library school, for the students made this instead of taking a final examination in school library work. The room was shaped to meet Mr. Certain's specifications. Tiny readers sat a 3 x 5″ tables, in little chairs, and the equipment of the room was complete from the curtains and pictures to the vertical file, truck, periodical case and books.

In Los Angeles we find many opportunities for using the project method in the school library course. Questionnaires so appalling to one familiar with them have the joy of novelty to students, and they find much practical value in collecting titles of books for a questionnaire for an English association, deciding which books were most popular for home reading for boys and girls in each grade and suggesting stepping stones for boys and girls. In subject bibliography the class makes lists of books on subjects which the teachers wish to use. In children's work reviews of books are written for Mr. Wheeler's reading lists in Youngstown. Such actual problems in each course put vitality into the curriculum.

In the children's room there is an opportunity for real laboratory work when the school children come to study industries. Geography is taught as a living thing and many books besides those classified in the 910's must be used in finding material for the fifth grade studying dairying in Holland, or street fairs in Russia. Practice work in the reference room and in school libraries under supervision is essential.

School library work is attractive in so many ways and offers such opportunities that it is important to prepare for its many aspects. As the demand for school librarians increases, educational institutions will offer training for the positions if library schools do not. Thru the co-operation of schools of education and library schools, as the School Libraries Section suggested at Swampscott, it will be possible to recruit more persons and to give them the wide vision of the possibilities of library and school working together.

Naval Libraries

A NUMBER of inquiries have been received from librarians interested in naval libraries. From this correspondence it would appear to be uncertain to the writers how naval libraries could be continued without a Navy, as the Navy was supposedly abolished by the recent conference.

The Conference on Limitations of Armament was strictly a conference on limitations, not an abolishment. The conference in itself did not effect the Navy as it exists today. It limited only the future programs of Naval construction. Incidentally officers, who almost without exception supported the Limitations Conference, believe that a strong treaty Navy will be an absolutely necessary aid to the success of future international conferences on "Limitations" or "Abolishment." If the United States has nothing to abolish or limit how can its advice and suggestion at some future conference have any weight?

Since the war Congress has been considerate in the appropriations which are designed for the enlisted men of the Navy. Under the appropriation entitled "Recreation for Enlisted Men" $800,000 was voted for each of the last two fiscal years. This amount will probably be somewhat reduced next year on a scale proportionate to the personnel. An appropriation for next year has been voted by the House and it is anticipated that the Senate will raise no objection. Altho library funds are drawn from different appropriations the "Recreation" appropriation furnishes the major amount.

Last year about one hundred and thirty thousand dollars was available for library purposes, most of which has been spent for books and periodicals. This amount is small in itself, being equivalent to about a dollar and a quarter per man in the Navy and Marine Corps, or one-eighth of the cost of an individual subscription to one newspaper. Yet, from the libraries supplied by these appropriations nearly a million books were circulated last year. The most encouraging feature of the work is the great use which is made of libraries and books wherever suitable facilities are available. As would be expected from a reading public which does not include younger children, the circulation of books is much greater than in civil life. In hospitals the average patient reads from three to four books per month. On ships where suitable library facilities are afforded the average issue of books from libraries is equal to one and a half books per month per person.

The need of study and of a thoro grounding in subjects relating to Naval arts and sciences is keenly felt. A letter from the Secretary of the Navy to Officers of the Service dated February 16 clearly emphasizes this fact. The following is a quotation from the statement of the Secretary which was followed by a list of books recommended for reading by officers and men:

> The Department knows of nothing that can contribute more to the morale of the Navy than a thoro understanding of the great part the Navy must inevitably take in the future development of the Republic and directs that all commanding officers make every effort to indoctrinate the officers and men of their commands.

Captain Belknap in an address delivered before the officers of the Atlantic Fleet emphasized the need of accurate knowledge. Captain Belknap's article on the advantages of thorough study applies to civilian adults as well as to Naval Officers. His conclusion is as follows:

> By reading history, biography, and books on the large problems and prominent topics of the world's life, one acquires the power to see events in their real significance and to form sound opinions of one's own. The College course and other exercises conjointly with other officers point the way and help to keep one on the right track, not in a rut, but most of all must officers depend upon their own efforts keeping in mind the purpose of all our training and effort—that the Naval Commander and Naval Force, in any way, and every situation, shall be equal to the task.
>
> The great names of naval history were men of large general information and knowing insight in international affairs—St. Vincent, Rodney, Nelson and Farragut, to mention only a few. Nowhere does "knowledge is power" apply more strongly than in the Navy, and it is obvious that the power of the leader to act to best advantage is greatly enhanced by broadminded, well informed grasp of the situation by his subordinates.
>
> Rear Admiral H. C. Taylor, an early president of the War College, an officer of wide reading and experience, recommended young officers to read Mahan again and again, adding "put it under your pillow." In a recent number of the *Naval Institute* our Vice Admiral Knapp urges officers to acquire the international outlook. Only reading and study will lead to that, with real intent to read, mark, learn and inwardly digest,—the reflective kind of reading which stocks the mind with information and develops the ability to apply it. Officers who form this habit of serious reading find it refreshing as well as profitable. By means of it you will surely advance yourself towards real fitness for that occasion when the situation may suddenly tax your utmost abilities. Then, if prepared, you may demonstrate with the world looking on, that indeed, "knowledge is power."

It is hoped later to present to those interested a comprehensive statement of the organization of Naval Libraries as it exists today, but in order, however, to give at the present time to the many who are still interested in bluejackets some information as to the use of a ship's library the following quotation from an article by Lieutenant C. A. Neyman, (Chaplains Corps) U. S. N. in a weekly publication entitled "The

Baptist" is quoted. This article was not written by a professional librarian or for professional librarians. It is believed, however, that Chaplain Neyman shows clearly the value of a ship's library:

In so far as the chaplain wishes (limited only by his abilities or energy) he may guide the athletic, recreational and educational activities of the men on a battleship. For example he may choose the motion pictures which are shown as frequently as four or five times a week. Thus he may apply censorship at the point where it is least wordy and most effective.

The library falls under his supervision. Modern battleships carry large and excellent libraries and men read a great deal. The chaplain's knowledge of fiction, modern and classical, will be taxed considerably and need much furbishing if he is to make the most of all the opportunities that will be presented for directing men's reading. Approaching, also, by way of text books or correspondence courses, and mounting into the wholesome significance of organized classes, he will be called upon to help men plug sad gaps in their grammar or high school or even college education. Should a man come with a trigonometry problem, when the chaplain has not seen the inside of a trig. text for ten years, he had best determine to save his face by solving the problem.

DEVELOPING READING TASTES

There are interesting cases. One marine wishes to be shown how to draw up a pedigree. He plans on a farmer's career later. A sailor wades thru every mathematics text in the library. Another reads all there is of Eucken, James, Rousseau and Darwin. The next wants a story book and is willing to be aided in its selection, though he is a bit crestfallen to learn that every volume of Zane Grey is out on loan. He doesn't know of any other authors that interest him unless it be Rex Beach, and all Beach's books are worn out. What does one give him? Sometimes Conrad works; or fails. Or Stevenson! or Dumas! But it pays to go by easier stages, via say, Curwood, Cullum, Kelland, Vance, Rinehart, Wells or even "Tarzan." One must not be too fastidious. In that great boon, reading, taste develops slowly. And almost anything beats "Whiz Bang." Another sailor was an assistant scout master before enlisting and desires to be a full fledged scout master when his "hitch" is finished. He reads Allan Hoben's "The Minister and the Boy" (declaring it a fine book) and H. Thistleton Mark and Begbie—all before the regular Boy Scout Manuals have time to arrive. H. G. Wells' "Outline of History" is as busy as anything, and almost any book needs but be mentioned in a sermon in order to be requested immediately from the librarian. A great packing case gave up its Bibles, one by one, before there was time to distribute them, though sceptical observers made facetious declarations that the big rubber bands which embraced them had something to do with the demand."

Book Collection at the St. Paul Union Depot

THE Branch Department of the St. Paul Public Library has placed a deposit of books in the women's waiting room of the new Union Depot. The collection, which is shelved in a bookcase provided by the depot authorities, includes volumes of short stories and light novels, story magazines, picture books and other books for children.

A deposit of twenty-five cents is paid by the borrower, for which she is given a receipt similar to a baggage check. This check which is about the size of a narrow book card is placed in the pocket of the book. The deposit of twenty-five cents entitles any one to the use of one book, or, if it be a mother with one or more children, she may draw one book for herself and one for each child by using the same deposit.

The check indicates the number of books issued and the deposit will be refunded when all books are returned. These duplicate checks will be sent to the library at the end of each month to be used for statistical purposes.

This service is intended for travelers who may find it necessary to make a long wait in the depot and have made no provision for reading matter.

The social worker at the depot is in charge of the books.

Since the books used for this purpose are far from new, it is expected that the deposit, tho small, will cover any actual loss to the city.

MYRA W. BUELL,
Chief of Branch Division.
St. Paul Public Library.

A Union List of Scandinavian Periodicals

To the Editor of the LIBRARY JOURNAL:

May I call the attention of librarians and investigators to a union list on cards of Scandinavian periodicals now accessible in American libraries?

This list is due to the labors of Miss Anna Monrad, in charge of cataloging at the Yale University Library, and thanks to her courtesy it has now been turned over to me to form a part of a union list of wider scope being formed for the American Scandinavian Foundation.

Miss Monrad's list notes periodicals no longer being issued, as well as those still in course of publication, and her cards generally record the extent of the sets. In one section investigated references were found to some twenty libraries; this shows that the sources from which Miss Monrad has drawn are numerous and well distributed over the country.

I shall be glad to answer questions in regard to the whereabouts of Scandinavian periodicals whenever such questions can be answered from Miss Monrad's list or from the additional material which is being incorporated into it.

T. FRANKLIN CURRIER,
Assistant Librarian.
Harvard University Library,
Cambridge, Mass.

THE LIBRARY JOURNAL

TWICE-A-MONTH MAY 15, 1922

TWO important bibliographical plans came to the front in the Institute meetings at Atlantic City. Professor Richardson, whose paper is printed in this number, developed his plan for a brief title list, a title to a linotype bar, of books in the leading university and other libraries, with the double purpose of utilizing their treasures thru inter-library loan and of filling out gaps by a co-ordinated scheme of purchase abroad. He proposed that the Library of Congress should make a bar title list of its cards as the foundation of the enterprise, to which list the university and other libraries would add further titles. His scheme of co-ordinated purchasing would place one copy for reference and one copy for circulation on the shelves of half a dozen regional libraries. Incidentally, he brought out the statement that twenty-nine universities spend about two million dollars a year on their libraries, half of which is for books, covering accessions of half a million volumes at an average cost in these days somewhat above two dollars each. He estimates further that there may be two million different books in American libraries, outside the well known collections such as the nearly three millions in the Library of Congress, and that two million more books ought ultimately to be purchased abroad for the use of American students.

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THE other plan is that worked out by a committee of exceptional personnel for a check-list of periodicals to be found in American libraries. It is a guess rather than an estimate that forty thousand or more different periodicals of practical use, in more or less complete sets, are to be found in American libraries and that a check-list might be provided, at the cost of less than one dollar per periodical, which would include some indication of the libraries containing sets or partial sets, particularly in regional libraries. The suggestion of the committee is that thirty-six university and other libraries might combine to guarantee an average of one thousand dollars, spread over three years, which would provide for the estimated expenses. Such a guarantee would, of course, be lessened by the sales of the publication, and it is believed that the usefulness of the list would be out of all proportion to the cost in any of the great libraries where research is done. In this connection, regret must be expressed that the International Catalogue of Scientific Literature as engineered by the Royal Society of London, is not likely to be resumed, altho the meeting which has been called by the Brussels institute may take up the question of reviving or reshaping such a catalog. These great plans all involve large vision —but this is the day for large visions of world scope.

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IN respect to such enterprises as these co-operative catalogs of books and of periodicals in American libraries, there are two complementary needs quite distinct from each other. One is to know where are the materials which are needed for not unusual reference, and the other, those needed for unusual reference, that is, the general material and the rare material. Whether to attempt both in one catalog or to segregate them in two catalogs, is a question of importance. A first catalog would put at the disposal of most readers in the great body of libraries information as to the nearby or regional libraries where the material could be seen or whence it could be borrowed, and such a catalog would be of wide use and corresponding circulation. The other would be chiefly for the use of scholars engaged in research, and being of infrequent use, would have less chance of pecuniary return. It might be well if, in connection with the first-named class of enterprise, the second kind of material should be collected for card deposit in some central library, regarding which questions could be asked. One method of collecting this material might be by dividing the field geographically and by periods, and asking for information on each separately. The great body of publications have been, of course, east of the Mississippi and north of the Ohio, whether of books or periodicals. A tentative list might be compiled by a library having presumably the best stock of periodicals south of the Ohio, and another, the best stock of periodicals west of the Mississippi, and another, of periodicals before 1800, the historical libraries probably furnishing the best material for such a tentative list. This might be sent to libraries thruout the designated section or those

of earliest organization, and thus much local and early material could be brought out which is practically unknown outside the library which possesses it. Tho these schemes as above suggested, involve large plans, the time is ripe at least for starting such plans for the future to work out.

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AS has often been emphasized, there are few if any professional schools which can make the boast of the library schools that their graduates are assured a place even before their graduation. The demand for library school graduates is indeed so great that there are not enough schools to supply it. It is most interesting, therefore, to note that there is talk of the revival of the library school of Drexel Institute, which was one of the earliest of the schools, did most creditable work and sent out into the library field many librarians whose work has proven equally creditable to themselves and the school. The Drexel alumnae—there are also two alumni—have been most loyal to their Philadelphia flag and Drexel dinners are a usual feature of many library meetings. It is from the alumnae, who have in so many fine ways shown their steadfast loyalty to the school, that the suggestion for revival of the school has come, and the new administration under Dr. Matheson, recently of Atlanta and a trustee of the Carnegie Library there, is disposed to look with favor on the plan. Philadelphia and eastern Pennsylvania are likely to make considerable demands for library school graduates in the near future, beyond the supply from the nearest schools in New York State and at Pittsburgh. Washington is another great library center—farther removed, indeed, than Philadelphia from the present schools—and here also is a possible opportunity for broader development. It will do no harm if, as Mr. Daniels formerly pointed out, these schools should be somewhat different one from the other and specialized more or less, as is Miss Hasse's class in Washington, for different classes of needs.

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THE plan of triple nominations for each office in the A. L. A. is working out some curious complications and in the case of the Trustee of the Endowment Fund to be elected this year the resignation of Mr. Edward W. Sheldon has come so late that the Nominating Committee is unable to fill the gap within the required period. At the desire of the two Trustees, Mr. Appleton and Mr. Coolidge, nomination will be made on an independent basis of a nominee from the East, who can be more readily in touch with the other two Trustees than one from the West. Mr. William M. Kingsley, vice-president of the United States Trust Company, has been suggested and his name will be put in nomination with his consent. There are also in nomination, by the Committee, Judge Porter of Cincinnati and Mr. Charles E. Schick of Chicago, excellent nominations both. Judge Porter has always been one of the standbys in the Trustees Section of the A. L. A. and this is a notably fitting nomination, except for the matter of geographical separation from the two others. It is to be hoped that this triple method of nomination, which is less in favor now that its defects are being shown, will not leave any misunderstandings behind it as the result of choice of one out of three.

LIBRARY OPPORTUNITIES

The Atlantic City Meeting

FOR the twenty-sixth annual joint meeting of the New Jersey Library Association and the Pennsylvania Library Club, which was again made the occasion of a meeting of the American Library Institute also, about three hundred people gathered at the Hotel Chelsea, Atlantic City, on April 28-29.

AMERICAN LIBRARY INSTITUTE

THE American Library Institute held two sessions on the first day, Friday, April 28. Clement W. Andrews, in his presidential address printed in this number, outlined the character and functions of the Institute.

Dr. E. C. Richardson read a paper on "University Library Co-operation and Business Engineering," in which he summed up what had been said and done in the nature of experimentation in the field of library co-operation for the last twenty years,—but viewed as a starting point for future effort. This paper forms the leading article in this number of the LIBRARY JOURNAL.

M. Llewellyn Raney, speaking on "Tariff and Copyright Legislation," reported that in the Senate Committee's revision of the House tariff measure, presented April 11, the rate is kept at fifteen per cent on foreign valuation (twenty-five per cent if book is of American authorship). The limit on number of copies allowed free importation is removed, while the following are

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Chairman, Committee on Standard Letter of Credit Forms, American Acceptance Council

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restored to the free list: 1. Foreign language books. 2. Books printed and bound more than twenty years. 3. The immigrant's books (and necessary household effects).

Duty free text-books are missed, but on this point reconsideration is probable, and it is but fair to say that the concession of unlimited importation was intended to meet this need.

The rate compromise suggested by us at the last hour, after the bill had gone to press, is a concession to the book binders, as is also the requirement that the old books must not be in new bindings to escape duty, and the provision of a forty-five per cent duty on books, the chief value of which lies in their leather binding.

Under the copyright measure about to be introduced, repealing the manufacturing clause in the existing law, in order to clear the way to American entrance into the International Copyright Union, the publishers have included a clause allowing institutions and individuals to import for use and not for sale single copies of "any book as published in the country of origin with the authorization of the author, or copyright proprietor . . . *provided* the publisher of the American edition of such books has (within ten days after written demand) declined or neglected to agree to supply such copy."

Librarians oppose this proviso because under the guise of safeguarding copyright it puts in the hands of American publishers the monopoly of the country's book importations. This follows irrespective of whether the United States enters the Union or stops at the repeal of the manufacturing clause. Inside, (virtually) all European books would enjoy American copyright. Outside, such right would be established by mere compliance with the formality of notice, deposit and registration. Without cost, or for a dollar and a copy, according as we were in or out of the Union, the price of an edition would in a twinkling shift from the foreign price to the American. The depreciation of foreign money would make sole agencies mutually alluring. What the international publisher would do is not a matter of conjecture. His catalogs are already in print. Thus, Macmillan is found to be charging for his importations an average of 38.3 cents per shilling. Under the existing law we can escape by buying abroad, but with this deadly proviso enacted we must come to him or do without. As for the author, for whom copyright law was called into existence, he is lost in the shuffle.

J. C. M. Hanson, on behalf of the Committee on printed cards for monographs and series, reported that word had been received from a score of libraries indicating willingness to cooperate in the purchase of cards for all or part of the analyticals for some fifty-seven titles submitted by the Committee. With the required number of subscriptions in for over one-half of the titles and the necessary co-operation assured for the preparation of entries, the Committee feels that its work has not been in vain.

By way of introduction to his paper on "The Vatican Library" Theodore W. Koch gave a pen picture of the newly elected Pope, Pius XI; who as Monsignor Ratti was Prefect of the Vatican Library during the period of the World War. The history of the collection of manuscripts by the different popes was sketched broadly from the fourteenth century to the present day. The chief characteristics of the various periods of the growth of the library were pointed out and the special interests of the various benefactors were emphasized. The present state of the Library was described briefly and attention called to the liberalized policy of recent administrators which has served to make the collections more useful to visiting scholars.

Harry M. Lydenberg spoke on the "Proposed Union List of Periodicals" and especially on the raising of a guarantee fund. It was suggested that the publication might be financed by some three dozen libraries paying say a thousand dollars each, receiving in return a certain number of extra copies of which they would have the disposal. Mr. Bowker was of the opinion that some of the research and industrial foundations might be looked to for a part of the necessary support. Dr. Andrews thought that if the list were issued in monthly parts they might be subscribed for by libraries interested and the payment spread over several years.

THEODORE W. KOCH, Secretary.

PENNSYLVANIA LIBRARY CLUB

THE first session of the Pennsylvania Library Club was held on Friday, April 28, President Asa Don Dickinson in the chair.

LIBRARIANSHIP AS A PROFESSION

John H. Leete, Director of the Carnegie Library of Pittsburgh, gave the first address, the title of which was "Our Appeal as a Profession." Mr. Leete quoted Herbert Spencer's statement that "professions are for the augmentation of life," but said that tho that might furnish a starting point for the discussion, it did not fully determine the question or differentiate some professions from allied trades. The qualifications demanded of the ideal member of a calling determine whether the calling is a profession or not, regardless of the shortcomings of the individual. The characteristics of this ideal professional man are liberal education, expert knowledge in a special field, desire to serve others and an ambition for leadership. The ideal

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librarian, Mr. Leete said, requires these professional characteristics, and the conclusion drawn is that librarianship is a profession. With other professions more than filled, why does the library not attract its quota of strong professionally inclined people? Low salaries may furnish one explanation, but that is not the only reason. The routine of library work impresses the visitor to the library and the professional character of the work is not apparent. This professional work must be carried on both in the library and outside its walls. It must be shown by example also, that there is opportunity for individual leadership in the library profession; that librarianship requires initiative and that it offers a chance to do things. Mr. Leete emphasized the fact that the library needs publicity to correct the mistaken impressions of library work, but the publicity must be of a definite character. It must emphasize the bigness of the job, the need of liberal education and technical training, and the opportunity it offers for professional work and personal leadership. That kind of publicity will bring into the library field, not reluctant recruits but enthusiastic volunteers. The library appeal as a profession is of vital importance to library work. To realize the possibilities of the greater library of today we need the strongest and ablest of the present generation of college graduates for service in the rank today and for leadership tomorrow. To get them we must convince them by precept and by example that the library offers them opportunity for professional service and for personal leadership.

The second speaker of the Friday evening session was Christopher Morley, who gave his usual humorous address in which he discussed among other things, the art of public speaking and the making of a poet. In concluding Mr. Morley read several of his short poems, among which were "The House Where Brown Eyes Are" and "The High Chair."

George R. Prowell, curator and librarian of The Historical Society of York County, Pennsylvania, gave a brief and interesting talk on his finding of "The Lost Diary of Washington."

TRUSTEES' SECTION

A Trustees' Section met on Saturday afternoon, Thomas Lynch Montgomery, librarian of the Pennsylvania Historical Society, presided. "The library trustee" was discussed by Henry D. Brown, Trustee of The James V. Brown Library, Williamsport, Pennsylvania; Clinton Rogers Woodruff, Trustee of the Free Library of Philadelphia, and president of the Civil Service Commission of Philadelphia; and R. R. Bowker, editor of the LIBRARY JOURNAL.

Mr. Brown outlined a plan formulated at the 1921 meeting of the Keystone State Library Association, whereby a Trustees Section was created, which is trying to reach all library trustees in Pennsylvania, interest them in the library movement in general, and in their own libraries in particular. Letters were sent to all free libraries in Pennsylvania, asking each to send one trustee, to the annual meeting of the Keystone State Library Association to be held in Altoona next October. The hope of this Section is that as a result of this meeting, a new interest will be aroused in the trustees, and a closer bond will therefore be formed between each library and its Board.

Mr. Woodruff said that most people do not realize what a good sized library has to do; nor the responsibility that is upon a board of trustees. This board must be composed of people known for the ability to execute any trust placed upon them. They must have understanding of matters of investment. The responsibility for salaries is theirs. Tho the real responsibility rests with the legislature, or the city council, the Board makes the recommendations. It is the primary duty of the trustees to assure adequate appropriations both for salaries, for books and for proper buildings. All suggestions should come from the librarian, who should, whenever possible, be supported by his trustees.

The board must keep in touch with the librarian, and be able to give advice on all important points. In Philadelphia, those present at a trustees meeting, constitute a quorum, and there is always a goodly group present. The board discusses policies; but details are carried on by committees. The Board must be considered a court of last appeal for serious difficulties. Mr. Woodruff emphasized the fact that very much of the success that a board achieves is due to the zeal and energy of the librarian.

R. R. Bowker gave an instructive address on the methods of procedure employed by the three boards of which he is a member. The Brooklyn Institute, The Brooklyn Public Library, and the Stockbridge (Mass.) Public Library. The Brooklyn Public Library trustees meet once a month. This Board has committees on Administration, Books, Buildings, Finance, and Law. The Committee on Administration considers every promotion and discharge, and leaves of absences. The Committee on Books practically accepts from the librarian the lists of books for purchase. The Committee on Buildings takes care of branch and new buildings; and the Committee on Finance has, of course, to deal with questions of money, salaries, etc. The Board is a final court of appeal, tho seldom have cases come before it.

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Mr. Bowker explained also the workings of a small town library as exemplified in Stockbridge. There are women serving upon this Board. The Board in this case does the work of actual suggestion for the purchase of books. The relation between the town and the Board is interesting; one member being elected by the town, the others being regularly appointed, as is done in most cities. Mr. Bowker said that serious difficulties in procuring necessary appropriations are sometimes encountered in boards constituted of political appointments only. In closing he emphasized the necessity for very close co-operation between the librarian and the Board of Trustees.

MARTHA LEE COPLIN, *Secretary.*

NEW JERSEY LIBRARY ASSOCIATION

THE first session of the New Jersey Library Association held on Friday, April 29th, was devoted to business details and to the discussion of budget making, book buying and business methods. Miss Burnett of Dover introduced the subject of budget making, Miss Baillet of Irvington, book buying and Miss Gillies of Edgewater, business methods. In each case, after the introduction, there was a general discussion from the floor. At the end of the meeting the following were elected officers for the coming year: President, Louise G. Hinsdale, East Orange Public Library; vice-presidents, Arthur Mack, trustee, Edgewater Public Library, and Alva Barker, Montclair Public Library; secretary, Lynda Phillips, Chatham Public Library; and treasurer, Kate Brower, Orange Public Library. As Miss Hinsdale found it impossible to serve, her name was withdrawn later and James T. Gerould, librarian, Princeton University Library, was elected in her place.

CERTIFICATION OF LIBRARIAN SERVICE

The Saturday morning session was given up entirely to the discussion of Certification of Library Service. The two principal speakers were Azariah S. Root, president of the A. L. A., and John Cotton Dana of Newark, N. J.

Professor Root speaking for the affirmative took up the following questions: Is certification desirable as a policy? If it is desirable, what kind of qualifications should there be? Who should be the judges?

Some kind of certification is advisable so that the right kind of service be given a community and that the public be protected against inefficiency and lack of knowledge. So far there has been no satisfactory alternative. "Civil Service" has not worked out, neither has the individualistic method of letting each library look after itself in cases where the library boards are not competent. Certification would see that the right person—the library school graduate—is in the higher positions, the less highly trained persons in the lower places. Many other professions—lawyers, doctors, teachers—are certified so that the public may be protected. Certification is not merely a library policy.

"Librarians must be the judges," Mr. Root concluded. "There must be no chance for interference by politicians. The librarian must decide upon the professional qualifications. The whole scheme must be worked out by librarians."

Mr. Dana prefaced his talk by saying that as certification is, in his opinion, sure to come, he is doubtful whether it is worth while to spend time and energy in opposing it. The country is drifting toward socialism. The tendency of all of us (and this seems particularly to include librarians) is to put more and more faith in government and government activities—and this is plain state socialism.

Dr. Root says that librarians must see to it that the public is protected against incompetence in library staffs, implying that poorly equipped library workers have already done the public harm and will do it more if they—the poorly equipped workers—are not eliminated.

"But," said Mr. Dana, "how does that protection of the public work in the classical instance, that of the doctors? They have very rigid laws forbidding persons to practice medicine unless they are fully qualified, and in spite of these rigid laws they have been obliged to admit to their ranks the homeopathist, osteopathist, the mind healer, the chiropractor and others, to say nothing of those silent practitioners of patent medicines that are found in the countless bottles on the druggist's shelves.

"Now, as a matter of fact, the best protector of the public is the public itself, which can learn to stand on its own feet only by practicing the art of standing.

"It is true that many practitioners of professions and technical trades are now more or less safeguarded by state legislation; but let us not look so closely at these facts as to forget that the really important things of the world, like the management of great industries, that have been done and are now being done, are done by persons who were never certificated. That is to say, the world goes on and gets more skilled and more productive and a more agreeable place to live in, all at the hands of non-certificated brains!

"How is this certification to be managed? By politicians, of course. The new certification boards, no matter how carefully they may be safeguarded at first, will inevitably drift into politics and the office holders of the State will take from librarians the control of their own self-certification.

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"Remember another thing, and most important it is, that librarians have at present their salaries, their reputation, their standing in their respective communities all at stake in the work they do. Only if and when they conduct their libraries well do they succeed, and only by their success do they advance. But if now you take from the librarian the responsibility of running well his own library, of selecting wisely his own assistants, you straightway rob him of his greatest incentive to do well."

Going on, Mr. Dana called attention to the fact that the library workers of this country form a small and weak group. They have not been able, in spite of their efforts, to keep up with the output of print; and it is probably safe to say that libraries to-day have a relatively smaller influence on the quality of all the reading that is done in this country than they had a few years ago. To hold their present position, to gain a better one, they must make themselves felt in their respective communities as institutions of value. To do this they must keep pace with the changes in modern American life; and must keep wide awake, must have original ideas, must study them and apply the good ones, and continuously advance. But, note now, that the whole standardization and certification scheme is a scheme which, by its very essence, will tend to keep out of the library profession new ideas and to keep the work of library management in the old ruts. We need not the conventional librarian. Of him we have a plenty. We need the unconventional, the kind of librarian who originates, and tests out new plans; and the certification scheme is certainly sure to be a barrier to him and to originating and to testing of the candidate and which require library school or college and library school graduation—such as bibliographical work, book selection, cataloging, reference work.

In the discussion that followed it became evident that any compulsory certification scheme would be unwise; that if libraries cannot get assistants now because of lack of funds certification would not relieve the situation; and that certification would not help out in the matter of personal qualifications of assistants, qualifications which were most important in library work.

Miss Parsons moved that the Association go on record as against the certification plan. This was amended by Mr. Dana who moved that the Association go on record as opposed to compulsory certification. This was unanimously carried.

Miss Askew spoke of the untrained librarian of the small library and the untrained worker and of their need of a recognized certificate for summer school and short library courses. At present no matter how many of these courses the untrained librarian may take, she receives no credit. Miss Askew, therefore, moved that a committee be appointed to ask the library schools and the A. L. A. to co-operate in giving credit for summer school and other short courses in library economy. This motion was seconded and unanimously carried. Miss Winser appointed Miss Askew, Miss Pratt, Miss Parsons and Miss Van Dyne to serve on this committee.

ADELINE T. DAVIDSON, *Secretary.*

At a joint meeting of the Pennsylvania, New Jersey groups on Saturday evening, Mr. La Monte, vice-president of the New Jersey Association, and chairman of the meeting spoke on "The Will to Peace." Mr. La Monte recalled Kipling's "Recessional," Wilfred Owen's, "Parable of the Young Men and the Old Men," as poems which had given us a lasting message of war. But with war over we should now turn our minds from it towards lasting peace. The conference at Washington accomplished many things in this direction, and, it is for all of us to help to make this ideal become a reality.

Following, Joseph W. Lippincott, vice-president of the J. B. Lippincott Company, addressed the gathering on "Truth in Literature." Mr. Lippincott reviewed some of the reasons underlying distortion of fact, especially in contemporary literature and concluded by saying that what is needed to guide the reader to truth in literature is sane, accurate, trustworthy advertising description in every case. There would be less labor, less waste, less crowding. The "pot boiler" would disappear. The price of a good book would come down because its sale would be larger than now and its advertising less costly. The libraries may in time become the impartial judges between good and bad literature. Already they are doing a great deal in this direction. They can do more. They are in a strategic position, with no ax to grind, no entangling alliances, the best advisory talent at their disposal, and the general public behind them. What is more logical than more and more reliance on their guidance while that guidance continues to be good?

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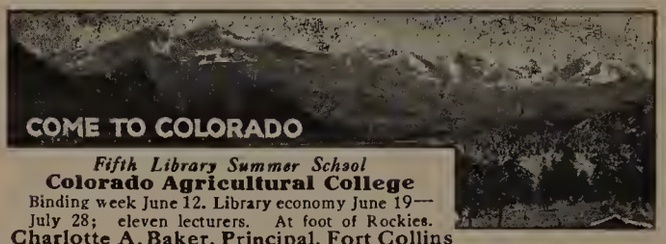

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